Pupil Premium Strategy Statement
Prestbury St. Mary's C of E Infant School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview	
Detail	Data
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25
Date on which it will be reviewed	Reviewed termly but an annual review in July 2025
Statement authorised by	Matt Ferris
Pupil premium lead	Alison Hopton
Governor / Trustee lead	Ruth Rudge

Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£21,445
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
Total budget for this academic year	£21,445

Pupil premium strategy plan
Statement of intent

Key Principles
We believe that no barrier or challenge should impede our children's progress in this school and into their future lives. Through our Christian vision and values we want every child to be 'remarkable'. When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as context of the school and more specifically the context of each individual child. We look at the barriers and challenges our children face combined with "what we know works" to ensure academic achievement and social and emotional aspect of learning (self-regulation). Where possible, we ensure that what we do for our disadvantaged children positively impacts on the majority of our students. At the Prestbury St Mary's Federation, Pupil Premium funding is used to help pupils be the best they can be; academically, emotionally and socially.

What are the children's barriers?

Each year, we review our children's needs and generally we identify two clear areas of support; academic and emotional needs. We know that parents are concerned that their children may not have full access to the rich and varied curriculum we provide in terms of educational visits, residential trips, visitors in school, music lessons and extracurricular clubs. As a result of this, we ensure Pupil Premium is targeted to meet these needs and ensure equal access to The Prestbury Curriculum and that all of our children feel a part of Team Prestbury.

What are our priorities?

We work hard to ensure we remove the barriers to learning which ensure our children thrive. Through our profile programme, we identify any emotional, academic and financial barriers which may result in difficulties learning. We do this by:

- ensuring PP children take part in all school visits and activities
- ensuring peripatetic music lessons and other activities are also available to PP children so that they can make the most of extracurricular activities
- supporting PP children with emotional difficulties so that they are emotionally ready to learn in school. We employ an ELSA trained Teaching Assistant and additional TA funded support for groups of children including PP children
- focusing on our PP children's progress to ensure that they make at least good progress throughout school, and that gaps close, preparing them for the next stage in their educational journey

What do we do and what is the impact?

- We make a financial contribution towards school trips and out of school opportunities, such as clubs and music tuition, to ensure that no child is excluded from these chances.
- We make a financial contribution towards the expense of music tuition in school and extra-curricular activities, to ensure that cost is no barrier of inclusion. All first choice instrument lessons are paid for by the school.
- We employ an ELSA trained TA on a 1:1 basis to work with PP children who have emotional issues and to support their behavioural development. Other TA's are also supported and trained to work with children in class to support their emotional needs.
- We monitor disadvantaged children, the impact of what we do and always include them as a separate group. Interventions are bespoke, to match the needs of the children.
- We employ extra TA time, and use existing teaching and TA resources, to target intervention programmes to close the gaps in the children's learning.
- We work in partnership with parents of PP children and work together to ensure the best outcomes for children. Parents feel involved in the decision making process.
- Work sampling always includes work from PP children, to ensure their needs are being met and they have equal access to the Prestbury Curriculum

School Context

Prestbury St Mary's Church of England Junior School is a two-form entry school (Y5 currently 3 form entry) with 180 pupils on roll. It is set in the village of Prestbury on the outskirts of Cheltenham.

The number of pupils with a statement of special educational needs is slightly above national average and our Pupil Premium numbers are slightly below the national average.

The local church is within walking distance of the school. The school has a low level of religions and cultural diversity and few children who speak English as an additional language. The school was graded Good in its most recent OFSTED inspection (February 2023). A new Executive Headteacher was appointed in September 2023.

Ultimate Objective

Our ultimate objective is to close the gap by the end of Year 2 for our disadvantaged children. In order to achieve this, early identification of need from Reception is key. From here quality first teaching and interventions are precisely mapped out across a child's life at Prestbury St. Mary's to ensure the gap narrows over time. Early interventions in Reception and Y1 are key.

Where children are disadvantaged and SEND/EHCP we can provide case studies to exemplify their progress and achievement if the gap has not significantly closed

We are achieving these Objectives through:

- A highly Inclusive Curriculum which provides depth and breadth across all subjects and encourages personal development to become a 'Prestbury Learner'
- Thorough provision mapping
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching and formative assessment
- Evidence based research for the effective use of teaching assistants
- Investing heavily and smartly into highly skilled teachers and teaching assistants through continuous professional development.
- Funded key experiences for children
- Excellent pastoral support through ELSA trained staff
- EAL teaching support
- Strong partnerships with parents

Challenges

The information below details the key challenges to achievement that we have identified among our disadvantaged pupils. These will be referred to

Challenge Number	Detail of Challenge
1	Low starting points for some children in Reception classes which incur a gap in attainment between non-disadvantaged and disadvantaged especially in communication and language skills and also in numerical fluency.
2	ACES including trauma experienced at any age
3	SEND and disadvantaged
4	Family circumstances and/or lack of family engagement
5	Learning with developing English
6	Child protection/child in need/early help
7	Specific Local Authority issue – underfunding, access to agencies and lack of special school places.

Aims and Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Aims	Outcomes
Increase in reading fluency	Ongoing phonics tracking of assessments Book bands Precision teaching
Increase in reading and comprehension age	Ongoing phonics tracking of assessments Book bands Precision teaching
Improved attendance	Case studies of PP children and attendance
Tailored interventions show progress	Provision map to show improved scores during the allocated time for intervention Case studies to show impact
Children respond to ELSA and pastoral support with lower levels of anxiety and increased resilience	Children able to come into school without displaying anxiety Children able to engage in learning and manage relationships
Children can talk about the key experiences and how they imparted knowledge they have used back in class - across foundation subjects and writing.	Pupil voice in monitoring, including Deep Dives in subject areas Moderation of writing and work in foundation subjects for explicit knowledge
To aim to meet national expectations for Phonics screening	National data

Activity in this academic year
This details how we intend to spend our pupil premium funding for this academic year, to address the challenges listed above.

Budgeting £1000

Teaching			
Activity	Evidence that supports approach	Challenge number addressed	Review June 2024
Unlocking Letters and Sounds phonics training for new staff to develop quality first teaching strategies and as an intervention for phonics catch-up	All Infant teachers and teaching assistants trained to deliver phonics teaching. The school has also invested greatly in decodable phonics books Precision teaching and booster sessions will impact on accelerating phonic knowledge and understanding. EFF Evidence Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months progress.	1,3,4,5	All staff have been trained in ULS. Books have now been purchased to ease transition from KS1 to KS2. Precision teaching has taken place this year, with excellent results forecast for Y1 and Y2 phonics
To give subject leaders time for monitoring, to ensure the curriculum is engaging and relevant for disadvantaged children	Rich curriculum to engage learners EEF Evidence Good evidence of impact through rich curriculum offer, e.g. collaborative learning, mastery, arts	1,3,4,5	A comprehensive curriculum review is well under way with each subject developing breadth maps, progression ladders and teaching and learning guides. All subjects are enquiry led, offering all children the chance to ask questions, investigate theories and develop their thinking.

Budgeting £14,000

Targeted Academic Support			
Activity	Evidence that supports approach	Challenge number addressed	Review June 2024
High quality CPD for teaching assistants, designed to secure high impact interventions, either through precision teaching or in small booster groups	All children have access to interventions. All children are tracked on the provision map to give clear data. Case studies provide evidence to support the interventions used.	1,3,4,5	TA's have received training on precision teaching and targeted interventions. Through modelling and shadowing, TA's skills have further improved. Spring term data has shown greater than expected improvements, particularly in reading and maths (fluency)
Evidence informed interventions by teaching assistants and teachers	EEF Evidence Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1,3,4,5	All class based teaching assistants are now planning and delivering targeted interventions based on individual need. Generally targeted interventions are based on specific learning delivered by class teachers, or based on specific learning gaps identified during routine screening (e.g. YARC/ Maths KPIs) 1:1 TA employed to further support PP children
TAs working in afternoons in all classes	Interventions can take place throughout the school day which supports children's learning and allows all children to access first quality teacher input first	1,3,4,5	This expenditure has a direct positive impact on standards, particularly in phonics – excellent results forecast in Y1 & Y2

Budgeted Costs: £7000

Wider Strategies			
Activity	Evidence that supports approach	Challenge number addressed	Review June 2024
ELSA support	ELSA trained staff run many interventions and 1:1 support for children who require addition social, emotional and behavioural support. We have a timetable of children who seen weekly. This also allows us to provide interventions following on from child protection/child in need/early help. EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1,2,3,4,5,6,7	ELSA trained staff continue to support PP children and their families. ELSA works alongside SENDCo to signpost parents to Early Help support.
Development of nurture groups	Develop nurture groups that are founded on evidence-based practices and offer a short-term, inclusive, focused intervention that works in the long term. Nurture groups will be groups of between 3 and 6 children or young people supported by the whole staff group and parents. Each group will be run by two members of staff. EEF Evidence Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress	1,2,3,4,5,6,7	Nurture groups are continuing to support children, particularly with social and emotional skills

Wraparound care	Disadvantaged children provided places at Breakfast and After School Club	2,3,4,6,7	This continues to be a valuable contribution to PP children and their families
Uniform	Uniform provided for disadvantaged children	2,3,4,6	We have bought uniform and school shoes for many of our PP children. Our PP families also make use of the nearly new rails.
Educational visit costs	Trips/visits paid for	2,3,4,6	We continue to pay for all trips and visits as well as PTFA events.
Music Lessons and out of school clubs	Creative activities and opportunities	2,3,4,6	Positive impact on confidence and experience for PP children