Pupil Premium Strategy Statement
Prestbury St. Mary's C of E Junior 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	270
Proportion (%) of pupil premium eligible pupils	18%
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	£66,815
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	£66,815

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 regular trips and out of school opportunities, such as swimming and residential trips, to ensure that no child is excluded from these chances.
- We make a financial contribution towards the expense of music tuition 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 VA Junior School is a two-form entry Junior school set in the village of Prestbury on the outskirts of Cheltenham. The school is full with 270 children on roll – we currently have 30 more children than our PAN due to the federation taking an additional 30 children in September 2018 as a temporary expansion for one year only due to high demand for places locally. This additional 'bulge' year group is our current Year 5, where we have 90 children.

The majority of children come from the village, both from the established housing estates and the more recently built social housing developments. 17% of children qualify for Free School Meals and 19% of children are on the SEND register.

In September 2015 the governing bodies of both the Junior and Infant Schools decided to collaborate and appointed an Executive Head Teacher when the Head Teachers of each school retired. In September 2016 the schools officially federated to form the 'Prestbury St. Mary's Federation' and moved to a single governing board. Since the Executive Head Teacher was appointed he has driven the formation of a new Federation Vision – TEAM Prestbury: Working Together for Fullness of Life.

Ultimate Objective

Our ultimate objective is to close the gap by the end of Year 6 for our disadvantaged children. In order to achieve this, early identification of need from Year 3 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 lower KS2 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 Y3 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.
8	Children's lack of life experience including access to outdoor space and free play

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 writing confidence and improved standards in writing	Children's confidence as writers will improve Children will embed the appropriate sentence structure for their year groups Children will make at least the expected progress from their most aspirational baseline Specific marking outcomes lead to group interventions and improvement in writing skills
Increase in reading and comprehension age	Ongoing tracking of assessments Accelerated Reader scheme Rapid Reader YARC testing and precision teaching
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
Pupils 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 Y4 Times Tables check	National data
To aim to meet national expectations for KS2 SATs	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 £7200

Teaching		
Activity	Evidence that supports approach	Challenge number addressed
Unlocking Letters and Sounds phonics training for new staff to develop quality first teaching strategies and as an intervention for phonics catch-up	All KS2 teachers and teaching assistants trained to deliver phonics teaching. The school has also invested greatly in decodable phonics books aimed at children moving into Year 3 who still require intensive support with their phonics. 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
Release time through the year for Reading lead at Infant school and Y3 teachers and TA's to take part in bespoke training and planning linked to phonics and reading	Specific training needs met so that teaching staff are confident and competent in phonics and reading teaching for Y3 pupils, particularly in the Autumn Term	1,3,4,5
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	

Budgeting £41,500

Targeted Academic Support		
Activity	Evidence that supports approach	Challenge number addressed
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
Evidence informed interventions by teaching assistants and teachers Specialist SEND teaching assistant employed (who is a qualified teacher) to provide support for individuals and small groups with Literacy and mathematics. Other TAs also employed to support disadvantaged children.	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
Key Reading comprehension interventions identified through YARC screening – accuracy, speed and comprehension	EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,3,4,5

Budgeting £18,115

Wider Strategies		
Activity	Evidence that supports approach	Challenge number addressed
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.	2,3,6,7
Wraparound care	Disadvantaged children provided places at Breakfast and After School Club	2,3,4,6,7
Swimming lessons	Swimming lessons provided for disadvantage children	3,4
Uniform	Uniform provided for disadvantaged children	2,3,4,6
Other clothing	Clothing provided for residential visits and Forest School	2,3,4,6
Milk	Milk provided for disadvantaged children	2,3,4,6
Music lessons	Music lessons for disadvantaged children	2,3,4,6
Residential and day visit costs	Trips/visits paid for, including clothing and bedding	2,3,4,6
Enhanced outdoor provision providing opportunities to develop play and learning in an outdoor environment	Forest school development Chill Zone continued development	2,3,4,6