

Pupil Premium Strategy Statement – Littleport Community Primary 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	397
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	A Rivett
Pupil premium lead	S Jackson
Governor / Trustee lead	D Barker/ K Jacklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,960
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,520

Part A: Pupil premium strategy three year plan

Statement of intent

Our intention is to enable all children, including those receiving Pupil Premium funding, to succeed, make consistent progress and feel a strong sense of belonging within our school community. Our focus is to target and support disadvantaged children to close the educational attainment gap and improve outcomes for all students. To address the limitations that a label of 'Pupil Premium' or 'Disadvantaged' may impose, we are using the term 'Above and Beyond Children' or ABCs when referring to our children in receipt of Pupil Premium funding. This highlights the importance of our school going above and beyond to support these children to succeed throughout their primary education.

We value the importance of an awareness that disadvantaged pupils may face a variety of challenges that can impede their ability to thrive in their educational journey. A whole school culture of understanding and addressing these challenges is crucial for providing effective support. We understand that our children have unique life experiences and value the importance of acknowledging that this must be integral to our approach. All children, not only those from disadvantaged backgrounds will benefit from our strategy.

As an outward thinking school, quality first teaching is central to our approach, ensuring that the children experience the highest quality experiences in the classroom, with an emphasis on ongoing research and subsequent evidence based CPD exploring effective pedagogy.

In order to promote an inclusive whole school culture, we identify four key foci:

1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.

- To enable all pupils, particularly Above and Beyond Children to achieve their full potential in a supportive environment.
- To broaden Above and Beyond Children's experiences and cultural capital.
- To be inclusive and facilitate a sense of belonging for all pupils.
- To support early skills gaps in phonics

2. Pastoral: addressing family trauma

- For those children who are experiencing challenging parental separation, our intention is to ensure support, security and confidence building.

3. Attendance and punctuality:

- To reduce Above and Beyond Children's persistent absences to 25%.

4. Address the vocabulary gap through whole class approaches and interventions:

- To improve vocabulary for learning to ensure greater life chances.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.	With 25% of the school in receipt of Pupil Premium funding, we are aware of an increasing need to foster a sense of belonging for these children. Through discussions with staff and conversations with children, we are aware that many of our Above and Beyond Children have low cultural capital and face difficult challenges in their everyday life.
2. Pastoral: addressing family trauma	At present, our Pupil Premium funding covers YMCA counselling to support SEMH for our Above and Beyond Children. In September 2024, 80% of children (4/5) accessing YMCA currently are Above and Beyond Children. Of these children, 80% of children (4/5) accessing YMCA are doing so as a direct result of challenging parental separation and trauma. This is 100% (4/5) of our Above and Beyond Children. There have been traumatic events around and following the separation for all of these children. There are many other children, who would benefit from additional access to SEMH support.
3. Attendance and punctuality	During 2023-24, overall attendance was 93.6%, (93.8% 2022-23). Attendance for Non-Pupil Premium funded children was higher at 95% (94.8% 2022-23) than Above and Beyond Children at 89.5% (91.1% 2022-23)). Persistent absentees across the school reached 19.1% (15.9% 2022-23). Persistent absences reached 13% for Non-Pupil Premium funded children and 38% (42% 2022-23) for Above and Beyond Children. In addition to this, 12% (26% 2022-23) of our Above and Beyond Children are regularly late to school, resulting in lost learning time and impacting on pupils' attainment and progress.

4. Address the vocabulary gap through whole class approaches and interventions.	Assessments, observations and discussions with pupils indicate significant underdeveloped oral language skills and vocabulary gaps among many Above and Beyond Children, regardless of age.
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Intended outcomes

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

Intended outcome	Success criteria
1. Ethos, attitudes and expectations: Gaps are closing in attainment and progress in the core subjects. Children to participate in activities to expand on cultural capital, encouraging a sense of belonging. Heightened awareness of all staff in meeting the needs of Pupil Premium pupils.	• The targets set for Above and Beyond Children are set in Pupil Progress meetings. • Pupils vulnerable for not meeting targets are discussed at Pupil Progress meetings. • Pupil Progress targets are met. • Pupil Progress meetings system enables focused discussions about children's attainment and progress. • Pupil Progress meetings used effectively. • Phonics Screening Check targets met. • Every child will have had an educational visit to broaden cultural capital. • Every child will have been given the opportunity to participate in a residential visit in Year 4 and Year 6. • Children will have access to extra-curricular clubs. • Children will have the opportunity to learn a musical instrument with a 50% reduction in cost. • Pantomime visit in January. • Visitors welcomed into school for special activities linked to the curriculum. • Visits to local Church for services at Harvest, Christmas and Easter. • Teachers have greater awareness of family needs and more regular contact. Reminders throughout the year. Monitored by:

	• Pupil Premium Lead, reviewing outcomes from Pupil Progress meetings. • Pupil Premium Lead- create a system for monitoring visits and visitors. • Pupil Premium Lead- analysis of club registers. • Governor interviews with children- pupil voice. • Questionnaire teacher voice regarding developing awareness of Above and Beyond Children and the challenges faced. • Monitoring by SLT
2. Pastoral: addressing family trauma Children who are experiencing challenging parental separation are accessing SEMH support.	• Pupil Premium children have accessed the support provided. • Improved behaviour and engagement of pupils accessing support through YMCA. • Improved attendance for pupils accessing support through YMCA to reduce persistent absenteeism (where appropriate). • Developed class teacher relationship with children. Monitored by: • Learning walks and discussion with teachers and other class-based staff- SLT learning walks. • Monitored by Inclusion Lead/ SENDCO.
3. Attendance and punctuality: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To reduce Pupil Premium persistent absences to 25%. To reduce lateness to 10%	• Persistent absence target is met. • Lateness target is met. Monitored by: • Inclusion Lead provides an overview to SLT. • Pupil Premium Lead uses this data to inform targeted children for Early Birds Breakfast Club.
4. To address the vocabulary gap through whole class approaches and interventions: To improve vocabulary, oral and language skills and confidence.	• Quality First Teaching focused on vocabulary across the curriculum. • Voice 21 strategies implemented throughout the school. Impact evidenced within writing and oral discussions. Monitored by: Pupil Premium Lead through learning walks, teacher and pupil voice. Book looks evidence the progression in use of vocabulary.

	Pupil discussions Voice 21 Champions
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Education- Continue with CPD using Rosenshine's 10 Principles of Instruction. CPD focusing on Voice 21	Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. In two of the major studies on the impact of teachers, the investigators found that students in classrooms with more effective teachers had a higher success rate, as judged by the quality of their oral responses during guided practice and their individual work. Marc Rowland- The greatest impact comes from the quality of the pupil's classroom experience. We aim to support the pupil in class wherever possible so that they are not withdrawn unnecessarily. This is key to promoting their self-confidence, self-esteem, participation in learning, confident and positive social interaction.	1, 4
Raise expectations of all children, including those in receipt of PP funding.	Marc Rowland- Class teachers have the highest expectations of all pupils. Pupils are supported to work constantly to improve their personal best, which raises self-esteem and contribution.	1
Voice 21: Whole class approaches to teaching oracy	EEF research: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics interventions (Little Wandle)	Letters and Sounds research states that neurological research has identified an area of the brain dedicated to the process of reading. This area is not operational from birth; rather, the neurological pathways are established as we learn the connections between letters and sounds. These pathways provide the basis for automatic word recognition and fluent reading.	1, 4
Small group reading Interventions (Little Wandle)	Professor Timothy Rasinski (EEF) states that ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.	1, 4
Year 6 maths tutoring: Third Space Learning	EEF- Closing the disadvantage gap: One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
S Parrin- Inclusion Lead- supporting pupils with attendance and punctuality. YCMA: SEMH support for children experiencing family trauma.	EEF Toolkit: 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. Other research evidence suggests that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.	2
Breakfast offer for pupils in receipt of Pupil Premium funding with a history of lateness or persistent absenteeism.	DFE: Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1, 2, 3
Support with cost of school uniform	Child Poverty Action Group identify that children from low income families often encounter barriers to participating fully at school, making it harder for them to learn, achieve and be happy.	1
Forest School provision to enhance experiences.	Forest Research: Forest School is an approach to education that seeks to shape teaching to an individual's learning style. It is not only focused on the acquisition of knowledge but shows that if learning is enjoyable and fulfilling a person grows and gains self-esteem through experiencing the process.	1, 2
Support with the cost of milk	Milk during the school day ensures that students receive the essential nutrients vital for their growth and well-being, plus it fills the void of hunger between breakfast and lunch that children often feel.	1
Support with the cost of music tuition- 50% reduction in cost per lesson	DFE: Music is an important part of education, and it has been proven that it plays a key role in children's cognitive and social development. This is because it helps with the nurturing of language, motor skills, emotional intelligence, and collaboration skills.	1

Total budgeted cost: £148,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Desired outcomes from 2024-2025

1. **Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.**

Heightened awareness

- There continues to be a whole school awareness of our disadvantaged children's needs both academically and regarding SEMH.
- Staff are supportive and have built strong relationships with children and families, reaching out to professionals both inside and outside of school where appropriate.
- Planning and classroom support have been informed by analysis of achievement data collected in February 2025 and June 2025.

Increased Cultural Capital

- All year groups have benefited from thoughtfully organised educational visits designed to enrich the curriculum and children's cultural capital. These have included excursions to coastal areas, local museums, and sites of historical significance. Pupils have also taken part in Young Voices and residential experiences at Grafham Water, as well as a theatre trip to London, which included travel via the London Underground.
- Visitors have been invited into school to provide further experiences for our ABCs (Pupil Premium). These include visits from authors, a pantomime and a Playground Proms performance.
- Visits to the local church for celebrations at Harvest, Christmas and Easter.
- The School Council has collaborated with external organisations to support and enhance improvements within our school.
- Our Junior Travel Ambassadors have had experiences of collecting data and presenting in assemblies.

Communication with parents

- Staff continue to engage with families through courtesy calls, providing guidance and support in areas such as attendance, learning, and behaviour.

Data Analysis

- Data analysis from assessments carried out in February and June shows that overall, attainment among our ABCs remains below that of their non-Pupil

Premium peers across the school, with notable exceptions in reading for Years 2 and 3, and in maths for Year 5. However, progress data presents a more positive picture. ABCs demonstrate stronger progress than non-ABCs in reading across Years 2, 3 and 5 and in writing across Years 2 to 5. In contrast, progress in maths continues to favour non-ABCs across all year groups.

- Overall Year 6 performance data shows an increase of 2% in the percentage of children reaching the expected attainment in Reading, Writing and Maths to 64% from the previous year, which is in line with national average.
 - In reading, overall, 83% of pupils met the expected standard. This includes 73% of ABCs and 89% of non-ABCs.
 - In writing overall, 67% of pupils met the expected standard. This includes 59% of ABC pupils and 72% of non-ABCs.
 - In maths overall, 71% of pupils met the expected standard. This includes, 64% of ABCs and 75% of non-ABCs.
- Between the February and May assessments, ABC pupils showed greater progress than their non-ABC peers, with the most significant gains seen in maths. During this period, the proportion of ABCs achieving the expected standard in maths rose by 14% whereas there was no change for non-ABCs.
- 100% of Year 6 children accessing Third Space Learning online maths tutoring met the expected standards in maths.
- In the Phonics Screening Check, the overall pass rate was 79%, including 63% ABCs and 82% non-ABCs.
- EYFS data shows that overall, 56% of pupils achieved all of the Early Learning Goals. Of this, 57% of ABCs achieved all of the Early Learning Goals and 14% achieved most of the Early Learning Goals. 55% of non-ABCs achieved all of the Early Learning Goals. This data demonstrates that ABCs are in line with non-ABCs.

2. Pastoral: addressing family trauma

- Teachers continue to report positive outcomes for those children accessing YMCA counselling, particularly in relation to pupil behaviour, engagement, and resilience.
- Attainment data for the children receiving YMCA counselling shows 71% met the expected standard in reading, 14% in writing and 43% in maths.
- Progress data shows that 60% of children who were working towards the expected standard in February assessments achieved expected the standard in June assessments in reading and 20% in maths. There was no change in writing.

3. Attendance and Punctuality

- ABC's attendance improved from 89.5% in the academic year 2023–24 to 92.4% in 2024–25, reflecting a 2.9% increase.
- Persistent absenteeism among ABCs decreased from 38% in 2023–24 to 25.4% in 2024–25, marking a reduction of 12.6%.
- This reflects the dedicated efforts of our Inclusion Lead in improving attendance, particularly through support provided to parents and families.
- Our Breakfast Offer for ABCs has been re-branded as 'Early Birds'. This continues to have a positive outcome for our persistently absent ABCs, or those with poor punctuality. Regular analysis of attendance data has resulted in an increase in regular attendees. Each half term, children with attendance concerns are invited and encouraged to join.
- The group has developed a strong sense of community, with older pupils naturally adopting a nurturing role towards younger members. Children are now independently initiating games and interactions, both with adults and their peers.
- Additionally, Early Birds has provided staff with valuable opportunities to build relationships with some of our most vulnerable pupils. It has facilitated the early identification and sharing of issues with class teachers, including, where appropriate, the reporting of safeguarding concerns. Additionally, it has served as a useful touchpoint for engaging with parents.
- Data has shown that attendance and/or punctuality has improved for 75% of the children attending Early Birds on a regular basis.
- Attainment data shows that 60% of Early Birds achieved the expected standard in reading, 40% in writing and 80% in maths.

4. To address the vocabulary gap through whole class approaches and interventions

- Phonics Screening Check data shows that the overall pass rate was 79%, including 63% ABCs and 82% non-ABCs compared to an overall pass rate of 63%, including 47% ABCs and 73% non-ABCs (2023-24).
- There has been a highly encouraging start to school-wide engagement with the Voice 21 programme, reflecting a growing commitment to developing oracy across all year groups.
- Valuable external CPD, including resources on the online exchange have been shared across class-based staff and SLT, ensuring consistent professional development throughout the school.
- Staff have worked collaboratively to develop a unified whole-school vision for oracy, ensuring shared ownership and a consistent approach to embedding oracy across the curriculum.
- Analysis of the staff Voice 21 Oracy Survey data shows a 36% increase in teacher confidence in delivering oracy instruction. Additionally, all staff reported a noticeable improvement in the school's oracy culture.

- Analysis of the pupil Voice 21 Oracy Survey data shows that 96% of pupils questioned identify the importance of oracy in class. In addition to this, 58% enjoy presentational speaking compared to 22% previously. 74% feel oracy is a good way to learn compared to 39% previously. 92% believe that we do lots of speaking and listening in class compared to 70% previously. Finally, 74% feel that oracy is a good way to learn compared to 39% previously.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Year 6 maths tutoring	Third Space Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A