

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	399
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)	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	A Rivett
Pupil premium lead	S Jackson
Governor / Trustee lead	D Barker/ T Peacock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,735
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>	£153,735

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.
- 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 2023, 67% (4/6 children) accessing YMCA currently Above and Beyond Children. Of these children, 83% (5/6 children) accessing YMCA are doing so as a direct result of challenging parental separation and trauma. This is 100% (4/4) of our Above and Beyond Children. There have been traumatic events around and following the separation for all of these children. In addition 25% (1/4 children) accessing ELSA are Pupil Premium. There are many other children, who would benefit from access to SEMH support.
3. Attendance and punctuality	During 2022-23, overall attendance was 93.8%. Non-Pupil Premium funded children was higher (94.8%) than Pupil Premium funded children (91.1%). Persistent absentees across the school reached 15.9%. Of this figure, 30 out of the 62 persistent absentees (42%) are Above and Beyond Children. This includes 24 families, resulting in an impact on all siblings within these families. Almost 50% of persistent absences are Above and Beyond Children and 26% 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	Assessments, observations and discussions with pupils indicate significant underdeveloped oral language skills and vocabulary gaps among many Above and Beyond Children, regardless of age.

approaches and interventions.	
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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. • 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. • 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. • 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 and ELSA. • 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.
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%.	• Persistent absence target is met. • Lateness target is met. Monitored by: • Inclusion Lead provides an overview to SLT.
4. To address the vocabulary gap through whole class approaches and interventions: To improve vocabulary, oral and language skills and confidence. Additional Speech and Language support.	• Quality First Teaching focused on vocabulary. 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

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: £66,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality of Education- Continue with CPD using Rosenshine's 10 Principles of Instruction.	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.	4

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths' tutoring Winchmore Tutoring Services	EEF- On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	

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

Budgeted cost: £78,093

Activity	Evidence that supports this approach	Challenge number(s) addressed
S Parrin- Inclusion Lead- supporting pupils with attendance and punctuality. YCMA/ ELSA 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.	DFEE: 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.	2
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.	2

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
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Total budgeted cost: £150,918

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcomes from 2023-2024

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

Estimated impact

Heightened awareness

- CPD with all classroom-based staff has been successful in raising awareness and understanding of our children in receipt of Pupil Premium Funding with reference to life experiences and individual needs. During this academic year, we have moved away from the labels 'Pupil Premium' and disadvantaged' and we now address this group as our Above and Beyond Children (ABCs). Members of staff have welcomed this change and feel that it is more positive and appropriate for our children.
- Staff voice questionnaires (May 2024) identified that 100% of classroom-based staff are aware of who our ABCs are and 67% of teachers feel that they know these children very well. 100% of our ABCs are supported in some way, including: targeted support in class, interventions and Ordinarily Available Provision (OAPs). 100% of support staff work with our ABCs and 88% run interventions to target additional support. Some examples of this support are SEMH, reading and phonics, maths and writing. 74% of support staff spend between 30-60 minutes working with ABCs, 13% 30 minutes and 13% spend more than 60 minutes working with ABCs. Teachers have identified that continued support with SEMH, vocabulary and in class support would benefit our ABCs further.

Increased Cultural Capital

A range of approaches have been successful in increasing cultural capital for your identified ABCs (Pupil Premium).

- This has been enhanced for our ABCs across the school, as each child has experienced at least one educational visit as well as visitors that have been invited into school, including authors both virtually and in person.
- Children in Years One to Six have visited the church for Christmas and Easter services.

- Our Year Six children attended a service for Remembrance Day at the local memorial.
- Our School Council has enabled our ABCs to participate in the role and have taken part in some decision making and presenting to the class and School Council during meetings.
- Our Junior Travel Ambassadors, involving ABCs have had experiences of recording a video for road safety, collecting data and presenting assemblies.

Communication with parents

- Teacher voice questionnaire indicates that 42% of teachers have made phone calls to parents when a child has been absent for 2 days. Of these calls, 80% of parents were happy to receive the call and 60% of these children returned to school the following day.
- In addition to check in calls following absence, teachers have made contact with parents in person, making phone calls and via email. 17% of teachers have not made contact with parents. 6 calls were made to discuss behaviour, 3 calls were made to discuss progress 2 calls were made to discuss SEMH and 2 calls were made to offer support for parents.

Data analysis

- Data analysis using assessments in February and June shows that although attainment for our ABCs is lower in many areas, there are some exceptions within Year Two and Year Three in reading and Year Five in maths. More positively, progress is greater for our ABCs than Non-ABCs in Years 2/3/5 in reading and Years 2/3/4/5 in writing. However, in maths, progress is lower for our ABCs than Non-ABCs.

Follow up- PP lead to discuss with maths lead planned actions for improved progress for PP.

- In Year Six, our results show that in reading, overall 75% achieved EXS, 43% of ABCs compared to 100% of Non-ABCs; in writing, overall 75% achieved EXS, 43% of ABCs compared to 91% of Non-ABCs and in maths, overall 72% achieved EXS, 57% of ABCs compared to 82% of Non-ABCs.

Follow up- raise at SLT what the Y6 interventions/ booster programme are.

- In the Phonics Screening Check, there was a 61% pass rate, with 50% of ABCs passing and 67% of Non-ABCs passing. Re-tests in Year Two resulted in a pass rate of 87%, with 75% of ABCs passing and 79% of Non-ABCs passing.

Follow up- phonics is a key priority for improvement on SDP including greater accountability for the phonics lead for improved outcomes for all children.

Lessons Learned

- SLT have prioritised greater accountability for subject leaders to monitor outcomes through book scrutiny, learning walks, discussions with pupils and lesson observations.
- During the Academic year 2024-25, reading, writing and maths leads will monitor achievement and progress using assessment data in June 2024, February 2025 and June 2025. Mid-Year data analysis will identify trends and areas for development.
- Pupil Progress objectives, meetings and reviews will identify individual children and groups, who may need more support to make good progress. Data will be reviewed by class teachers as part of this process.
- SLT will develop a more robust follow up to Pupil Progress meetings.

2. Pastoral: addressing family trauma

Estimated impact:

- Feedback from teachers during Academic year 2023-24 highlighted an improvement in behaviour and engagement of pupils accessing support through YMCA and ELSA. For example, children spending more time in class, more settled, more engagement in lessons, greater resilience, more appropriate behaviour in class and improving attendance.
- Data analysis shows that 55% of the ABCs receiving support with SEMH through ELSA and YMCA counselling are working at EXS for reading and maths and 45% in writing.

Lessons learned:

- Children who would benefit from this support need to be prioritised and assessments made by external YMCA counsellor will inform decisions regarding children continuing with the support.

3. Attendance and punctuality:

Estimated impact:

Breakfast Offer

- Our Breakfast Offer for ABCs to reduce persistent absenteeism and lateness has had a positive impact on children who attend. Teachers have engaged well with the provision and have forged good relationships with the children who attend regularly; encouraging conversations over breakfast, introducing and playing games and facilitating peer relationships. There is a real sense of belonging within the group and there has been positive interactions between adults and children.

- Teacher voice highlighted that in classes, 17% of the ABCs are persistently absent and 14% are regularly late. Almost 100% of teachers of children who attend our Breakfast club report improved attendance.
- Data analysis shows that for 33% of the group, there has been a significant impact on attendance and/or lateness; for 42% of the group, there has been some impact on attendance and/or lateness and for 25% of the group, there has been little impact on attendance and/or lateness.
- Parent feedback has been positive and parents are finding the provision helpful. Some parents would like the Breakfast Offer to start earlier than 8.25am.

Lessons learned:

- Improving attendance will continue to be a priority for ABCs.
- Although the impact has been positive for a small number of children, this is having limited impact on persistent absences as a whole school. Attendance data shows that during the academic year 2023-24, there were 19.1% persistent absences across the school (15.9% 2022-23), and 38% for ABCs (42% 2022-23). This demonstrates a decrease of 6% and is still 13% above the target of 25%.
- Despite invitations being sent regularly, there has been limited uptake on places to date. Continued communications will be made to ascertain reasons why some families haven't engaged with the offer despite being invited. This feedback will inform of ways to improve the impact for the provision in the next academic year.
- Whilst teachers report improved attendance for those children attending breakfast club, attendance is not always consistently good.

3. Address the vocabulary gap through whole class approaches and interventions

- In June 2024, all staff attended external CPD 'Evidence Bites', led by Amy Gaunt from Voice 21 speaking on the theme of Oracy. A staff questionnaire was completed before and after the CPD to be used as baseline assessments as we move forward with our journey.
- We became a Voice 21 School in September 2024. Two Oracy Champions (PP Lead + ECT 2) will begin the first Voice 21 CPD to be held in November to be cascaded through CPD to staff throughout our 3-year journey as a Voice 21 School.
- Baseline questionnaire has been completed by all staff, as well as a selection of children across the school. This has been submitted to Voice 21 (October 2024) for analysis.

- All classroom-based staff have been invited to join Voice 21 to enable access to the Voice 21 Exchange (online learning zone), which will be used for training and resources.
- PP lead has attended various webinars and researched and reviewed the Voice 21 Exchange in preparation for the external Voice 21 CPD in November.
- PP lead has participated in a consultation session to outline the next steps in preparation for CPD in November- discussions were based around a shared vision and an implementation plan.

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
Math's Tutoring	Winchmore Tutoring Service

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