Pupil Premium Strategy Statement

This statement details the Tas Valley Federation's use of Pupil Premium (and Recovery Premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in the academic year 2024-25 and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Preston CEVC Primary School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	17.7%
Academic year/years that our current pupil premium strategy plan covers	2024.-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matt Walker
Pupil Premium lead	Matt Walker
Governor / Trustee lead	Diane Perry-Yates

Funding overview

Detail	
Pupil premium funding allocation this academic year (based on January 2023 census)	£35,830
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,713
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,444

Part A: Pupil premium strategy plan

Statement of intent

At Tas Valley Federation, our intention is that ALL pupils, irrespective of their background or the challenges they face, will be supported to make good progress and achieve high attainment in all areas of the curriculum, in order to fulfil their true potential. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal.

Our two schools offer a nurturing and supportive learning environment. Our staff foster strong relationships with all pupils and families, whether they are disadvantaged or not, leading to an expert knowledge of every child's individual learning profile. This includes their strengths, interests and any barriers to learning and progress.

High-quality teaching is at the heart of our approach, and we focus on areas where disadvantaged pupils require the most support. This is proven to have an impact on closing the attainment gap and will also benefit non-disadvantaged pupils within our school. It is our intention that our strategy will also seek to sustain the attainment and progress of non-disadvantaged pupils alongside progress for their disadvantaged peers.

Our approach is responsive to challenges and individual circumstances and needs. It is rooted in robust diagnostic assessment. We are mindful of the experiences of our pupils during the pandemic, and the impact that this has had on academic progress, social skills, mental health and wellbeing.

To ensure that disadvantaged pupils excel, we will:

- Ensure that they are challenged in the work they are set;
- Act early to intervene at the point of need;
- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged children.

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

Challenge number	Detail of challenge
1	National assessment data indicates that the attainment of many disadvantaged pupils is below that of their non-disadvantaged peers. Historically, this has been supported by our assessment data. However, in 2023-2024, the attainment of our disadvantaged pupils was within 1 pupil of the national average in Maths and Writing at Key Stage 2.
2	The wellbeing, academic attainment and progress of many disadvantaged children has been adversely impacted by school closure during the pandemic. This is supported by national studies and by our internal assessment data. This has led to significant knowledge gaps, leading pupils to fall further behind age expectations. In addition, many disadvantaged pupils have presented with social and emotional issues which have impacted their learning behaviours.
3	Persistent Absence. Historically, this has been an issue. However, in the academic year 2023-2024, only 4% of our disadvantaged pupils were persistent absentees, and the attendance of our disadvantaged pupils (95.86%) was higher than our non-disadvantaged pupils (94.41%).

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.

Intended outcome	Success criteria
Improved reading writing and maths attainment among disadvantaged pupils.	Internal and external data show that disadvantaged pupils make very good progress from their starting points. This is also triangulated with other sources of evidence: pupil voice, scrutiny of books, engagement in lessons, etc.
Achieve and sustain improved pupil wellbeing, particularly for our disadvantaged pupils	Qualitative data from staff, parent and pupil voice surveys and teacher observation; low incidences of bullying; participation in enrichment activities, particularly from disadvantaged children
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Reduction in the attendance gap between disadvantaged and non-disadvantaged pupils

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: £1,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to have directed time to complete 'profile document'	Data analysis enables the school to identify where provision could be improved for Pupil Premium children; completion of profile document, with involvement from children, enables staff to understand the child's learning and social profile, and to take steps to address any barriers to learning	1 2
Designated non-contact time for MH Lead to meet with counterpart in our partner school to plan and monitor provision.	Poor mental health is a barrier to attendance, wellbeing and academic attainment and progress. This training will enable staff to provide appropriate support to pupils and families.	2 3
Staff Member to complete 'How to be a Lunchtime Superhero' Training	The purpose of this training is to promote healthy, active lunchtimes which will seek to improve mental health and engage pupils with learning.	2 3
Staff member to complete MH Champion training	Poor mental health is a barrier to attendance, wellbeing and academic attainment and progress. This training will enable staff to provide appropriate support to pupils and families.	1 2 3
Subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	1
Purchase of additional resources to implement a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils	1

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

Budgeted cost: £46,553.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support within all classrooms, to provide appropriate academic and pastoral support to all pupils, including disadvantaged pupils	This supports disadvantaged pupils by enabling them to receive targeted, individualised support (academic and pastoral), promoting good pupil engagement and attendance.	1 2 3

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

Budgeted cost: £3,157.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for educational visits and enrichment activities	This is important to overcome any financial barriers to participation for disadvantaged children	2 3
Milk for Pupil Premium Children Y1-6	This is important to overcome any financial barriers to participation for disadvantaged children	2 3
Music Lessons	This is important to overcome any financial barriers to participation for disadvantaged children	2
Sensory resources to be purchased to establish a resource base within school	Many of our disadvantaged children have sensory needs; this approach will support positive engagement with their education.	2 3

Total budgeted cost: £51,444

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Although the proportion of children eligible for Pupil Premium remains similar to Autumn 2023, the number of pupils joining the school in Reception is typically less than the number of pupils leaving the school at the end of Key Stage 2.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS results, Key Stage 1 and Key Stage 2 performance data, phonics check results, Y4 multiplication check and our own internal assessments.

At the end of the Early Years Foundation Stage, the percentage of Pupil Premium children achieving a Good Level of Development exceeded the percentage of non-Pupil Premium pupils. In the Year 4 MTC, the average score of Pupil Premium children was higher than the average score of non- Premium children. At the end of Key Stage 2, the percentage of Pupil Premium children achieving the expected standard in Maths and Writing was higher than the percentage of non-Pupil Premium children; in reading and GPS, the percentage of Pupil Premium achieving the expected standard was lower than the percentage of non-Pupil Premium children

The continued strategy of using Pupil Premium to fund individual support within class has proved to be very successful. Support staff provide targeted academic support as well as pastoral support, and encouragement and advice with remote learning tasks. Staffing levels enable us to provide individualised and small group support, where children, including disadvantaged children, require additional input in order to achieve their learning outcomes.

Persistent absence is closely monitored within the school. Our Pupil Premium children have high attendance. Currently, the overall attendance of our Pupil Premium children is 95.86% as opposed to 94.41% for the whole school.