

# Pupil premium strategy statement – Pott Shrigley Church School 2024 - 2025

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	30
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 – 2024 and 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anne-Marie Willis
Pupil premium lead	Anne-Marie Willis
Governor / Trustee lead	Sam Hudson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£13,320  All committed

# Part A: Pupil premium strategy plan

## Statement of intent

Our key areas of intent are as follows

Enhance the educational outcomes and well-being of pupils eligible for pupil premium funding by implementing targeted interventions and fostering an inclusive learning environment.

Key focus areas:

- Identification and tracking – to develop robust systems to identify eligible pupils and monitor their progress termly.
- Regular review and update our pupil premium registers to ensure our children are receiving the support and funding they need to thrive.
- Personalised learning to ensure individual needs are met through tailored and adaptive teaching approaches.
- Provide additional 1:1 support through targeted interventions in small groups and 1:1 sessions.
- Offer training for teachers and support staff on effective strategies for teaching pupils with diverse needs.
- Foster a culture of continuous improvement through regular feedback and reflection.
- Offer clear communication channels with parents and guardians to discuss barriers to learning and next steps.
- Offer a range of enrichment programs to our children and remove the barriers to enhance experiences.
- Regularly analyse data, pupil outcomes, pupil voice, parental voice and teacher voice to measure the impact of this strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in the strategy objectives and openness for additional support. Ensuring parents are supported with funding requests and parents are equipped and able to support further learning at home.
2	Opportunity to participate in extracurricular activities and residential due to cost restrictions for parents.
3	Low percentage of PP numbers to enable school to invest in expensive technology and resources to support our children. Low percent for further funding requests and grants.
4	Limited resources and provision to meet the diverse needs of our children due to lack of space and funding for resources.
5	Restrictive enrichment programmes and opportunities for our children due to the need for partnership and collaboration development.

## 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
All children eligible for PP identified and supported	Fostering supportive and open relationships with families to ensure they are supported and needs met, removing all barriers such as finance and deprivation.
All children to attend the school residential and after school enrichment clubs	100% of Y2-Y6 have the opportunity to attend residential activities. 100% of all children to attend at least 1 club after school each half term
Full parental engagement	Children supported at home to engage in homework, reading and school projects. Evidence in home reading records, digital homework platforms.
Targeted intervention strategies for children with diverse needs and gaps in learning	All children achieving their potential in all curriculum areas. 100% of children achieving age related expectations by year 6.
CPD for all staff to ensure we develop adaptive and innovative teaching to meet the needs of all our children	Staff deliver a bespoke and individualised curriculum for our learners. Evidence in observations, book looks and children's outcomes.

## 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:

RWI training and resources - £4,000

TA salaries – multiple interventions by multiple staff members - £6,570

Allocation for trips for rest of year £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing with the English hub programme Developing our knowledge of Early language and key skills in the early years.	English hub and research around the importance of early language to future academic success.	3 – Low percentage of PP children. Investing in quality collaboration to ensure improved outcomes for all children.  4 – Limited resources and provision to meet the diverse needs of our children due to lack of space and funding for resources. Ensuring the hub brings research led resources and provision for all children, improved outcomes for all.  5 – Historical restrictions to join local enrichment partnership. Exploring and developing partnership within and across the local authority.
Maths Mastery Programme Investing in mastery to ensure our children are challenged in maths	Maths hub and the evidence that children can reach mastery with the correct support, resources and teaching	3 – Low percentage of PP children. Investing in quality collaboration to ensure improved outcomes for all children.  4 – Limited resources and provision to meet the diverse needs of our children due to lack of space and funding for resources. Ensuring the hub brings research led resources and provision for all children, improved outcomes for all.  5 – Historical restrictions to join local enrichment partnership. Exploring and developing partnership within and across the local authority.

Read Write Inc training, ensuring all staff are skilled in order to ensure every child is a reader by 7.	Ensuring high aspirations are set for all our children and the evidence that progressive, immersive and engaging lesson ensure children reach their potential. Early identification of barriers and successes are key.	3 – Low percentage of PP children. Investing in quality collaboration to ensure improved outcomes for all children. Establishing funding opportunities through authority, DfE and English hub.  4 – Limited resources and provision to meet the diverse needs of our children due to lack of space and funding for resources. Ensuring the hub brings research led resources and provision for all children, improved outcomes for all.
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost:

Targeted TA support - £6,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled and effective TA to support needs of children. Identify gaps and ensure individual needs are met	Addressing misconceptions and gaps in learning early enables the child to reach their potential.  Focus in reception and year 2 this year to ensure accelerated progression in these year groups. Year 2 cohort identified as vulnerable due to a number of factors.	4 – Limited resources and provision to meet the diverse needs of our children due to lack of space and funding for resources. Ensuring the children with barriers are swiftly identified and supported to meet outcomes in line with their peers. Ensuring this is bespoke provision, intervention and support that is evaluated every half term for maximum impact.

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

Budgeted cost:

Residential £ 1,240, School trips - £150, Swimming - £110, Attendance package - £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunity to participate in extracurricular activities and residential	Children are given equal opportunities to their peers. Barriers are removed and children are enabled to thrive in all areas	2 - Opportunity to participate in extracurricular activities and residential due to cost restrictions for parents. All after school clubs are free for all children. Children part funded for residential and transition trips (Menai 2025 trip).
Individual and targeted meetings with parents and Headteacher to ensure relationships are fostered and developed. These meetings are termly and an increase of support is offered if needed.	Relationships based on trust to ensure all needs are met	1 - Parental engagement in the strategy objectives and openness for additional support. Ensuring parents are supported with funding requests and parents are equipped and able to support further learning at home.  Termly supportive meetings with headteacher to ensure funding needs are fully supported and home learning expectations are clear and modelled.
Targeted attendance monitoring and meetings with parents.  Termly visits and meetings with the attendance officer.	Monitoring and measuring trends enable us to find solutions to remove barriers to attendance.  Cpoms and Sims used to track attendance and trends across and within year groups and families.	1 – Termly meetings with Headteacher if children are persistently absent or below 95% target.

**Total budgeted cost: £13,320**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

In the year of 2023 – 2024 we had 100% pass rate for year 6 reading, writing, spelling, punctuation and grammar. 75% pass rate in maths.

100% GLD outcome

80%+ of our children attended an after school enrichment club at least once a term. This covered activities in dance, cheerleading, multi sports and lego therapy.

We used PP funding to support a child with significant barriers to provide intensive 1:1 support four mornings a week. This child is now fully integrated into class 2 with reduced support and an EHCP application in place.

## 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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*