# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and national tutoring programme 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 this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Plantation Primary |
| Number of pupils in school | 488 |
| Proportion (%) of pupil premium eligible pupils | 33 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Simon Hanley |
| Governor lead | Mike Parsons |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £214,362 |
| Recovery premium funding allocation this academic year | £20,735 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £235,097 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Plantation Primary School, our primary goal is to ensure that every pupil, regardless of their background or personal obstacles, makes significant progress and achieves high attainment across all subject areas. Central to this objective is our Pupil Premium strategy, which prioritises the support of disadvantaged pupils, including those who are already high achievers.  We are committed to addressing the challenges faced by vulnerable pupils, such as those with social workers and young carers. Our activities outlined in this statement are designed to cater to their needs, irrespective of their disadvantaged status.  High-quality teaching lies at the core of our approach, with a particular emphasis on areas where disadvantaged pupils require the most support. Extensive research demonstrates that this targeted approach not only narrows the attainment gap but also benefits non-disadvantaged pupils within our school community.  Implicit in our intended outcomes is the recognition that the attainment of non-disadvantaged pupils will also be sustained and improved alongside the progress of their disadvantaged peers.  Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. To ensure effectiveness, we pledge to:   * Challenge disadvantaged pupils in their assigned work, maintaining high expectations and aspirations as is doing for all pupils. * Intervene early upon identification of needs. * Foster a whole-school ethos where all staff members take collective responsibility for the outcomes of disadvantaged pupils and elevate expectations of their potential achievements.   Through a holistic and inclusive approach, we are committed to realising our vision of: ‘Love to learn; aspire to achieve!’ This will be through equitable opportunities and exceptional outcomes for all pupils at Plantation Primary School. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Regular attendance and punctuality**  Daily and weekly monitoring highlights that some of our disadvantaged families have children who are persistently absent from school and/or regularly late. In added, there is an added challenge with some children who are school refusers. |
| 2 | **Social, Emotional and Mental Health (SEMH)**  Pastoral work with our children and families identifies this as a challenge. Behaviour, low self-esteem, learning environment stimulation, lack of opportunities to be outdoors have affected our most vulnerable families. |
| 3 | **Speech and Language**  Baseline data indicates that some of our disadvantaged children have delayed early speech, language and vocabulary skills. |
| 4 | **Phonics Proficiency**  Data, pupil progress meetings and observations of children, have highlighted that the disadvantaged pupils are finding phonics challenging. |
| 5 | **Early Reading**  Data suggested that reading skills on entry to school are below expectations. Tracking throughout school also indicates that many disadvantaged children are working below age related expectations. |
| 6 | **Writing**  2023 data across school has highlighted the gap between disadvantaged children and their non-disadvantaged peers. |
| 7 | **Family Aspirations**  Our most vulnerable families have low aspirations. It is a challenge for them to promote a growth mindset, high expectations, career aspirations with a drive to achieve, and exciting life experiences. |

## 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.

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| Intended outcome | Success criteria |
| 1. Regular Attendance and Punctuality:   Increase in overall attendance rates and punctuality among disadvantaged students. | A 3% increase in attendance rates compared to the previous academic year and to align with National trends.  Reduction by 5% in the number of persistently absent students and instances of lateness and to align with National trends.  Evidence of successful engagement with school refusers through improved attendance records and positive feedback from families. |
| 1. Social, Emotional, and Mental Health (SEMH) Support:   Improved social, emotional, and mental health well-being among disadvantaged students. | Reduction in behavioural issues and incidents, with significant decrease in disciplinary actions.  Increase in self-esteem and confidence levels among students, as measured by self-assessment surveys.  Positive feedback from families indicating satisfaction with pastoral support and improved family-school partnerships. |
| 1. Speech and Language Development:   Enhanced early speech, language, and vocabulary skills among disadvantaged children. | Improvement in speech and language assessment scores, with the majority of pupils reaching age-appropriate levels.  Increased use of language and vocabulary in classroom interactions and activities.  Regular monitoring demonstrating progress in language development and adaptations in intervention strategies as needed. |
| 1. Phonics Proficiency:   Improved phonics skills and literacy levels among disadvantaged pupils. | Increase in phonics assessment scores, with over 90% of pupils demonstrating proficiency.  Reduction in the number of pupils struggling with phonics, as evidenced by progress monitoring data.  Positive feedback from teachers regarding the effectiveness of phonics programs and interventions. |
| 1. Early Reading Skills:   Enhanced early reading abilities and literacy levels among disadvantaged children. | Improvement in early reading assessment scores, with the majority of students meeting or exceeding expectations.  Regular tracking of reading progress showing consistent growth and attainment of age-related expectations.  Implementation of targeted interventions leading to measurable improvements in reading skills. |
| 1. Writing Skills:   Narrowed gap in writing proficiency between disadvantaged and non-disadvantaged pupils. | Reduction in the writing gap, with the majority of disadvantaged students closing the attainment difference.  Improvement in writing assessment scores, demonstrating progress towards age-related expectations.  Regular assessment and feedback indicating growth in writing skills and effective interventions. |
| 1. Raised Family Aspirations:   Increased aspirations and engagement among vulnerable families. | Evidence of improved family engagement and participation in school activities and events.  Positive outcomes in surveys or interviews indicating a shift towards growth mindset and higher aspirations.  Documented success stories of families setting and achieving career goals, with evidence of exciting life experiences and achievements. |

## 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: £14,817

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed effective pupil feedback processes across school, including (but not exclusively) through the development of metacognitive and self-regulatory approaches. | EEF Teaching and Learning Toolkit - Feedback: Very high impact for very low cost based on extensive evidence  EEF Teaching and Learning Toolkit - Feedback: Very high impact for very low cost based on extensive evidence | 1  2 |
| Embed systematic phonics programme (Read Write Inc. Phonics) across EYFS and KS1. | EEF Teaching and Learning Toolkit - Phonics: High impact for very low cost based on very extensive evidence  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  5  6 |
| Embed use of systematic phonics programme (Read Write Inc. Phonics) to include children in KS2 where relevant. | EEF Teaching and Learning Toolkit - Phonics: High impact for very low cost based on very extensive evidence  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  5  6 |
| Continued staff CPD in the teaching of phonics predominantly new staff in KS1 (Read Write Inc. Phonics), but also for KS2 where appropriate (chiefly but not exclusively in Y3 and Y4). | EEF Teaching and Learning Toolkit - Phonics: High impact for very low cost based on very extensive evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  5  6 |
| Continued staff CPD in the effective use of Mirodo and SATs Companion as an intervention tool in KS2.  *What is Mirodo (SATS Companion)?*  Supports teachers with simple, easy-to-use formative & summative assessments across KS2. From Spelling, Grammar and Punctuation to Reading and Maths, Mirodo’s bank of assessments and questions covers Years 3-6.   1. Thousands of prepared differentiated questions can help pupils to build fluency and problem-solving. Mirodo helps pupils set learning goals through adaptive learning to consolidate and extend their understanding of Maths and English. | EEF Teaching and Learning Toolkit - Individualised instruction: Moderate impact for very low cost based on limited evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Guidance Report: Using Digital Technology to Improve Learning - Four recommendations on using digital technology to improve children’s learning  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 5  6 |
| Introduction of MyOn online eBook library providing both school and home access to a wide variety of high quality texts for all age groups, | EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence | 5 |

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

Budgeted cost: £103,181

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All classes supported with Learning Assistant support for targeted interventions throughout the day. A flexible approach that is planned termly based on Pupil Progress meetings following summative assessments and is also adapted weekly and daily based on ongoing formative assessments throughout the school year. | EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - One to one tuition: High impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence | 2  3  4  5  6 |
| Use of Mirodo and SATs Companion across KS2 to provide targeted intervention. This includes the purchase of iPads to provide increased access and greater flexibility in timetabling use.  *What is Mirodo (SATS Companion)?*  Supports teachers with simple, easy-to-use formative & summative assessments across KS2. From Spelling, Grammar and Punctuation to Reading and Maths, Mirodo’s bank of assessments and questions covers Years 3-6.   1. Thousands of prepared differentiated questions can help pupils to build fluency and problem-solving. Mirodo helps pupils set learning goals through adaptive learning to consolidate and extend their understanding of Maths and English. | EEF Teaching and Learning Toolkit - Individualised instruction: Moderate impact for very low cost based on limited evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Guidance Report: Using Digital Technology to Improve Learning - Four recommendations on using digital technology to improve children’s learning  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 5  6 |

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

Budgeted cost: £117,099

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance SLA with LA and Learning Mentor working as Attendance Lead in school. | “Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.” *School attendance: Guidance for maintained schools, academies, independent schools and local authorities, August 2020* | 1 |
| Employment of 2x L3 Learning Assistants, coordinated by SENDCO to provide alternative provisions and therapies on a timetabled and ad hoc basis. Alternative provisions to include use of outdoor provision, sensory room, Relax Kids, Sensory Circuits, peer massage and lunchtime clubs.  Associated costs to resource facilities and sustain resources year on year. | EEF Teaching and Learning Toolkit - Individualised instruction: Moderate impact for very low cost based on limited evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Behaviour interventions: Moderate impact for low cost based on limited evidence  “Nature and the Outdoor Learning Environment: The Forgotten Resource in Early Childhood Education” Cooper, Allen  *International Journal of Early Childhood Environmental Education*, v3 n1 p85-97 2015  *“Longitudinal studies now confirm the economic, academic, and social importance of high-quality early childhood education. At the same time, a substantial body of research indicates that an outdoor learning and play environment with diverse natural elements advances and enriches all of the domains relevant to the development, health, and well-being of young children.”*  World Health Organisation fact sheet ‘Physical Activity’ <https://www.who.int/news-room/fact-sheets/detail/physical-activity> | 1  2  7 |
| Flexible and scheduled access to Learning Mentor and other school-based services, e.g. Relax Kids. Access to external agencies support, e.g., counselling services through Oak Leaf. Organisation of and attendance at meetings such as TAF. | EEF Teaching and Learning Toolkit - Social and emotional learning: Moderate impact for very low cost based on very limited evidence  EEF Teaching and Learning Toolkit - Behaviour interventions: Moderate impact for low cost based on limited evidence | 1  2  7 |
| Support for parents with the cost of activities and events; this might include peripatetic music tuition, school visits and trips, additional school clubs (including wraparound services). | Social Mobility Commission  [State of the Nation 2023: People and Places](https://www.gov.uk/government/publications/state-of-the-nation-2023-people-and-places) | 7 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £235,097**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| KS1  In Year 1, 80% of disadvantaged pupils passed the phonics screening check. This significantly outperforms disadvantaged pupils nationally (80% compared to 67%).  A further 40% of disadvantaged children who didn’t pass their phonics screening check in Year 1 went on to pass in Year 2.  In both reading and maths at KS1, disadvantaged pupils made accelerated progress at EXS+ from Autumn 2022 to Summer 2023 (Reading 29% compared to 25%. Maths 42% compared to 39%).  In Maths at KS1, 2 disadvantaged pupils made VA progress and achieved GDS.  In KS1, disadvantaged children were below their peers nationally in reading, writing and maths.  KS2 (Years 3, 4 and 5)  In the Multiplication Tables Check in Year 4, disadvantaged pupils at Plantation outscored pupils nationally (19.9 mean average score compared to 18.3).  In reading at KS2, disadvantaged pupils are broadly in-line with their peers at EXS+ however they made considerable accelerated progress compared to their peers (21% compared to 8%). Further to this, 14 disadvantaged pupils (18%) achieved GDS in reading.  In Maths at KS2, disadvantaged pupils were below their peers at EXS+ (66% to 76%) however they made considerable accelerated progress compared to their peers (20% compared to 8%). Also, disadvantaged pupils made greater progress at GDS compared to their peers (15% compared to 11%)  In GPS at KS2, attainment at EXS+ for disadvantaged pupils is below their peers but progress is in-line. Disadvantaged pupils made accelerated progress compared to their peers at GDS (14% compared to 10%).  KS2 Year 6  In Year 6, there was a considerably higher percentage of disadvantaged pupils compared to schools nationally (43% compared to 29%).  In Year 6 SATs, 32% of disadvantaged pupils were EXS+ in reading, writing and maths combined. Overall progress for disadvantaged pupils in reading and maths is below their peers nationally.  Other Information  Outcomes for pupils are assessed termly through summative assessments using Testbase and ongoing formative assessments. This also includes termly internal peer moderation and external moderation with other schools and external consultants. Assessment data is scrutinised termly in pupil progress meetings between SLT and teachers. SLT also present termly data to Governors, including the Pupil Premium Link Governor. This provides opportunity for support and challenge, and sharing of how aspects will be developed to further impact on achievement. Disadvantaged children are a consistent aspect of focused discussion to check their progress and support in all these meetings.  Attendance  Attendance data is reviewed termly and shared with Governors. Attendance is also reviewed on a weekly basis by the Headteacher and Attendance Lead, the school’s Learning Mentor.  Attendance statistics 2022-23   |  |  |  | | --- | --- | --- | |  | disadvantaged | non-disadvantaged | | Present | 90.1% | 93.8% | | Authorised absence | 6.1% | 4.5% | | Unauthorised absence | 3% | 1.7% | | PA | 29.4% | 19.1% |   Attendance figures for 2022-23 show a slight gap between disadvantaged and non-disadvantaged children. However, PA for disadvantaged pupils is showing a hugely positive trend and is significantly down from the previous year (40.6% to 29.4%). Authorised absences for disadvantaged pupils is slightly down, however unauthorised absences is slightly up compared to the previous academic year.  In the last academic year, PA for all children was a priority for school attendance for all pupils and a focus of support from School and our work with Knowsley SAS (Schools Attendance Service). Home visits are provided by Knowsley SAS under the direction of School and pastoral support and is targeted at families by School services in Blossom Suite. Disadvantaged children were a priority in this work and School liaised closely with other agencies where relevant, for example, Social Care and Early Help. This work will continue during this academic year.  We are aware the overall attendance of disadvantaged children fell slightly compared to the previous year. During the academic year in question, we had the following circumstances with regards to a number of disadvantaged pupils which have impacted negatively on attendance:   * Two families both with large sibling groups on roll at school who have, at times, been unable to come to school as parent has been in hospital and pupils have been with family members not local and unable to get them to school. * Pupil absent for 48 sessions as moved out of borough mid-year. Parent was unable to secure a school place in their new home local authority in a timely way and struggled to get child to Halewood to attend school. Child had to remain on roll for safeguarding reasons until such time as new school admitted them on roll. * One child’s attendance impacted by family bereavement. Early Help, family support worker involved and also case worked with SAS. * One family, with a large sibling group all on roll at school, all have significant, chronic medical condition which impacts on their attendance.    Support offered to pupils/families:   * SAS one off home visits * Case work by SAS at level 3 * Early Help referral for family support worker * TAF meetings * PA letters * Letters celebrating good attendance. * Meetings/phone calls with parents   Pastoral support via Blossom Suite – early start, drop off, clam time, getting ready to learn and settled. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Mirodo | Mirodo Education |
| SATs Companion | SATs Companion |
| Read Write Inc. Phonics | Ruth Miskin Training |
| MyOn | Renaissance |