# Pupil premium strategy statement – Plantation Primary School

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 468 (35 of which are Nursery children) |
| Proportion (%) of pupil premium eligible pupils | 30.56% |
| 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)** | 2022-25  (academic years 2022-23, 2023-24, 2024-25) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Kevin Hodgson |
| Governor / Trustee lead | Mike Parsons |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £176,120 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **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* | £176,120 |
| 1. For the 2024-25 academic year, our pupil premium funding allocation is £176,120, compared to £214,362 in the previous year. This reduction is due to the Department for Education’s (DfE) use of the October 2023 census to calculate funding, rather than the January census used in previous years. While our overall pupil numbers and eligibility have remained relatively stable, the earlier census date may not have captured all eligible pupils, particularly those who became eligible after October. 2. We remain committed to making the most effective use of the allocated funding to support disadvantaged pupils and address any gaps in achievement. | |

# 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 | **Speech and Language**  Baseline data indicates that some of our disadvantaged children have delayed early speech, language and vocabulary skills. |
| 2 | **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. |
| 3 | **Phonics Proficiency**  Data, pupil progress meetings and observations of children, have highlighted that the disadvantaged pupils are finding phonics challenging. |
| 4 | **Social, Emotional and Mental Health (SEMH)**  Our pastoral work with children and families has identified Social, Emotional, and Mental Health (SEMH) as a significant challenge. Many of our most vulnerable families face issues such as behaviour difficulties, low self-esteem, and a lack of stimulating learning environments and outdoor opportunities. These factors contribute to low aspirations, making it challenging for them to foster a growth mindset, set high expectations, and encourage career aspirations and exciting life experiences. |
| 5 | **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. |

## 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 |
| Improve early speech, language, and vocabulary skills among disadvantaged children. | * Baseline assessments show significant improvement in speech and language skills. * Increased participation in classroom discussions and activities. * Positive feedback from speech and language therapists and other external agencies. |
| Raise reading skills to meet age-related expectations. | * Higher percentage of disadvantaged pupils achieving age-related expectations in reading assessments. * Improved reading fluency and comprehension as evidenced by regular tracking. * Positive feedback from teachers and parents on reading progress. |
| Enhance phonics skills to support reading development. | * Increased pass rates in phonics screening checks. * Regular phonics assessments show steady progress. * Observations and pupil progress meetings indicate improved phonics proficiency. |
| Address SEMH challenges to foster a positive learning environment and higher aspirations. | * Reduction in behaviour incidents and improved classroom behaviour. * Increased participation in extracurricular activities and outdoor learning opportunities. * Positive changes in self-esteem and aspirations as reported by pupils, parents, and staff. |
| Improve attendance and punctuality among disadvantaged pupils. | * Reduction in the number of persistently absent pupils. * Improved punctuality records. * Increased engagement and participation in school activities. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,061

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement targeted speech and language interventions, to support children with delayed speech and language skills. Activities may include phonological awareness exercises, vocabulary building, and expressive language practice. | According to the EEF, oral language interventions can significantly improve communication skills, particularly for young children.  [Oral language interventions | EEF - Education Endowment Foundation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| Provide systematic and explicit phonics instruction using a structured program, Read Write Inc. This includes daily phonics lessons, phonics games, and regular assessments to monitor progress. Teachers will focus on teaching letter-sound relationships and blending sounds to form words. | The EEF emphasises that systematic phonics instruction is one of the most effective ways to teach reading, especially for disadvantaged pupils.  [Communication and language approaches | EEF](https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches) | 2 |
| Implement early reading programs that include guided reading sessions, one-to-one reading support, and access to a wide range of reading materials. Encourage reading at home through initiatives like book lending libraries and reading challenges. | The EEF's research indicates that early reading programs, including guided reading and one-to-one support, can help close the reading gap for disadvantaged pupils.  [EIF maturity matrix: Speech, language and communication in the early ...](https://www.eif.org.uk/resource/eif-maturity-matrix-speech-language-communication-early-years) | 3 |
| Introduce SEL (Social and Emotional Learning) programs that focus on developing pupils' social and emotional skills. Activities may include classroom discussions, role-playing scenarios, and mindfulness exercises. Provide training for teachers to integrate SEL into daily lessons. | The EEF reports that SEL programs can have a positive impact on pupils' attitudes to learning and social relationships in school, which are crucial for academic success.  [EEF | Communication and Language - Education Endowment Foundation](https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language) | 4 |
| Implement initiatives to improve attendance and punctuality, such as attendance rewards, mentoring programs, and regular communication with parents. Monitor attendance data closely and provide support for families facing challenges. | The EEF suggests that improving attendance through targeted interventions can lead to better academic outcomes for disadvantaged pupils.  [Attendance interventions rapid evidence assessment | EEF](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment) | 5 |

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

Budgeted cost: £44,030

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide one-to-one tutoring sessions for disadvantaged pupils who are struggling with early reading and phonics. These sessions will be tailored to address individual learning gaps and reinforce classroom learning. | The EEF highlights that one-to-one tuition can be highly effective, delivering approximately five additional months' progress on average.  [One to one tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 3 |
| Implement small group tuition for pupils identified as needing additional support in early reading and phonics. This approach allows for more focused and intensive teaching, particularly in literacy. | According to the EEF, small group tuition can support pupils to make effective progress by providing intensive, targeted academic support.  [Small group tuition | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2, 3 |
| Use structured interventions, such as [WellComm](mailto:https://www.gl-assessment.co.uk/assessments/products/wellcomm/), to support children with delayed speech and language skills. These interventions will be delivered by trained staff in small groups or one-to-one settings. | The EEF reports that oral language interventions can have a positive impact on pupils' language skills, leading to improved academic outcome.  [Oral language interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| Provide targeted SEL interventions for pupils with identified SEMH needs. These may include one-to-one mentoring, small group sessions, and therapeutic activities designed to build resilience and emotional regulation. | The EEF indicates that SEL interventions can improve pupils' social and emotional skills, which are linked to better academic performance.  [Social and emotional learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 4 |
| Implement an attendance mentoring program where the Learning Mentor works closely with pupils and their families to address barriers to regular attendance and punctuality. This may include home visits, regular check-ins, and personalised support plans. | The EEF suggests that targeted interventions to improve attendance can lead to better academic outcomes for disadvantaged pupils.  [Supporting attendance | EEF](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance) | 5 |

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

Budgeted cost: £44,029

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement an attendance monitoring system to identify and support pupils with poor attendance. This includes regular communication with parents, home visits, and personalised support plans to address barriers to attendance. | The EEF suggests that targeted interventions to improve attendance can lead to better academic outcomes for disadvantaged pupils.  [Supporting attendance | EEF](https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance) | 5 |
| Introduce behaviour interventions, such as positive behaviour support programs and restorative practices, to improve behaviour and reduce exclusions. Provide training for staff to implement these strategies effectively. | The EEF reports that behaviour interventions can improve pupil behaviour and create a more conducive learning environment.  [Improving Behaviour in Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | 4 |
| Implement SEL programs that focus on developing pupils' social and emotional skills. Activities may include classroom discussions, role-playing scenarios, and mindfulness exercises. Provide training for teachers to integrate SEL into daily lessons. | The EEF indicates that SEL programs can have a positive impact on pupils' attitudes to learning and social relationships in school, which are crucial for academic success.  [Improving Social and Emotional Learning in Primary Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 4 |
| Develop initiatives to increase parental engagement, such as workshops, regular progress updates, and home learning resources. Encourage parents to support their children's learning and development at home. | The EEF highlights that parental engagement is consistently associated with better academic outcomes.  [Working with Parents to Support Children's Learning | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 1, 2, 3, 4 |
| Provide wellbeing and mental health support through school therapies, mental health workshops, and access to external services. Create a supportive environment where pupils feel safe and valued. | The EEF suggests that addressing pupils' mental health and wellbeing can improve their overall academic performance and engagement.  [Improving Social and Emotional Learning in Primary Schools | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 4 |

**Total budgeted cost: £176,120**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| ***Note:*** *As of 5th December 2024, disadvantaged data is yet to be published by the DfE. The following analysis is based on FFT data and our school’s internal tracking system.*  The performance of our disadvantaged pupils in the academic year 2023-24 met expectations. Current data indicates we are on course to achieve the outcomes outlined in our pupil premium strategy plan by 2026-27.  The data highlights significant progress in narrowing the attainment gap between disadvantaged pupils and their peers (both in school and nationally) in Reading, Writing, and Maths at the Expected Standard (EXS):   * 2023 school gap: -39; 2024 school gap: -15 * 2023 national gap: -34; 2024 national gap: -13   Similarly, disadvantaged pupils have made notable gains in Reading and Maths average scaled scores, with a marked reduction in the gap:   * 2023 school gap: -6.9; 2024 school gap: -0.7 * 2023 national gap: -6.3; 2024 national gap: -2.3   In 2023-24, attendance figures for disadvantaged pupils fell slightly compared to the previous year, with disadvantaged pupils achieving an overall attendance rate of 90.3% (compared to 91.1% in 2022-23). This is below the whole school attendance average of 92.7%.  Several factors influenced these figures, including one pupil not attending school due to SEND, one pupil removed from roll after a move to home schooling, and a CLA pupil permanently excluded after multiple suspensions. Additionally, two new pupils faced housing instability, frequent moves, and financial challenges, impacting their ability to attend consistently.  Despite these challenges, the school remains committed to supporting disadvantaged pupils through targeted strategies to improve attendance and reduce barriers to education.  We currently have three pupils eligible for Service Pupil Premium. All three pupils demonstrated attendance levels higher than the school average, with a positive increase compared to the previous year. Academically, all pupils are making progress and are on track to achieve their individual targets, reflecting the effectiveness of our support strategies.  Following a thorough review of our strategy plan, we have adjusted the allocation of our pupil premium budget for this academic year to maximise impact. Further details regarding these changes can be found in the *Further Information* section, which outlines our planning, implementation, and evaluation processes. |

## Externally provided programmes

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

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