

Neston Primary School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Neston Primary School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Annabel Elliott
Pupil premium lead	Annabel Elliott
Governor / Trustee lead	Amanda Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,011
Recovery premium funding allocation this academic year	£0
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	£87,011

Part A: Pupil premium strategy plan

Statement of intent

Our approach for using Pupil Premium is based on the 3 tiered approach:

Investing in high quality teaching

Targeted academic support

Wider Strategies

As an inclusive mainstream primary school, our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas and in life in general. The focus of our pupil premium strategy is to ensure that any challenges they face are identified early enough to ensure that they can achieve their goals.

Children need to be in school in order to access learning and for this reason we are prioritising attendance and supporting our families in getting children to school and on time so that they can access the provision that we are putting in place for them. We have work closely with families and professional colleagues to identify and minimise any barriers to opportunity.

We know that the ability to communicate and read are essential building blocks for future learning. For this reason, we are continuing to prioritise these areas within our strategy. Internal data highlights specific needs in different cohorts and we are therefore targeting different core subjects as required in each class. Having a solid foundation of maths and literacy is key to the children making progress across all areas of the curriculum.

We also consider an essential use of pupil premium be to expose the children to wider opportunities that they may normally experience and a percentage of pupil premium is allocated to this.

Our Principles:

- We ensure that the needs of all children are met through the high quality teaching and learning opportunities provided.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

- We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	If teachers aren't secure in their subject knowledge, pupils may not receive the highest quality learning
2	Assessments on entry in Reception class have shown a significant number of children are below are expectations for speech and language . This is impacting on all areas of their development.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Some pupils are not emotionally ready to access learning. Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils who also have identified/unidentified additional needs. Their social and emotional needs impact other children within the class and the ability for both the individuals and their peers to access the curriculum.
5	Assessments, observations and discussions with pupils suggest that lockdown and the pandemic impacted on the retention of basic skills in reading and maths in particular and in the way pupils can articulate their knowledge and understanding.
6	Persistent absenteeism and lateness is a real concern with a few identified, particularly disadvantaged, families. At the end of 2023/24, 28% of disadvantaged pupils had persistent absence
	Our observations and discussions with pupils have identified a % of our disadvantaged children have limited aspirations and limited life experiences due to financial pressures on families;

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 oral language skills and vocabulary with all children.	For all children in reception to reach age appropriate speech and language development (unless an underlying additional need is impacting) For all pupils across school to be able to articulate their learning using a wider vocabulary.
Sustain and further improve outcomes and teaching of phonics	Ensure that disadvantaged pupils do well in the Phonics screen in Y1 and Y2. For the gap between disadvantaged and non-disadvantaged to be narrowed. For children across school to apply their phonic knowledge to spelling and reading.
For improved outcomes and teaching of writing	At the end of KS2 Reading and Writing at expected level – disadvantaged pupils to be inline with non-disadvantaged. Increase in the number of children writing at the expected level for their age group. An improvement in handwriting fluency to aid sustained writing.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Well being surveys will show a marked improvement Pupils with identified social and emotional needs will be supported fully
For persistent absenteeism and lateness to be significantly reduced. Attendance figures to be >95% for all groups.	Improved relationship with families who are persistently late or absent. Attendance figure to be >95% for all groups across school. The number of lates will reduce.
For children to have a broader access to opportunities and professionals to enhance their life experiences and aspirations for the future.	Pupil interviews will talk positively about opportunities and there will be improved aspirations amongst all pupils and disadvantaged pupils in particular.
Improved staff confidence in de-escalating behavioural situations.	Staff will be more confident in using de-escalation strategies and incidents of escalation will decrease.
The behaviour of children with social and emotional needs will be supported effectively.	Number of suspensions will be drastically reduced.

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: **£40,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Premium Lead to closely monitor and track progress of disadvantaged pupils ensuring effective leadership and greatest impact of pp funding – 2 days half termly</i>	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	All challenges
<p>Appropriate CPD for all staff to deliver the curriculum Staff CPD –ECM SCHOOT</p> <p><i>Additional subject leader time for the English and Maths subject leads to evaluate and develop the curriculum – opportunities to work with professional colleagues – English Hub, Literacy Company, First4Maths 1 day half termly for each subject</i></p> <p><i>Maths training for staff to increase subject knowledge (in particular for teaching mixed age classes)</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. Effective subject leadership is needed to develop our whole curriculum and the education provided to all pupils – and disadvantaged pupils in particular.</p> <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment”.</i></p>	1,3,5
<i>Employment of an additional teaching assistant to support vulnerable children in foundation Stage</i>	The additional teaching assistant is able to facilitate personalised curriculums for the nursery and reception pupils – providing early intervention and promote school readiness	2,3,4,5
<i>Employment of an additional teacher to target LKS2 children writing in English lessons.</i>	<p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them”</i></p> <p>EEF School Planning Support 2022 - 2023</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	2,3,5

<i>Train staff in the pedagogy of programmes eg handwriting</i>	There is strong evidence to suggest that freeing up cognitive load which is involved in spelling, handwriting and sentence construction can lead to improvements in writing fluency as children can focus on composition. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402762	5
<i>Ongoing training for DfE validated systematic phonics – RWInc Training and release time for staff to develop practice and subject leader time to closely track pupils not making expected progress and plan subsequent intervention</i>	<i>“ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact.”</i> Early literacy approaches EEF	1,3,5
<i>Release time for SENCO to completed NASENCo course</i>		1
<i>ELKLAN training for TA in foundation stage to support speech and language programmes Carry out Wellcom assessments</i>		2
<i>Honeyguide Safeguarding materials to enhance the safeguarding skill and confidence of all staff.</i>	<i>Everyone who works or volunteers with children should understand the role they have in keeping children safe. This includes being able to recognise the signs and indicators of abuse and knowing how to follow their organisation’s safeguarding and child protection procedures. – NSPCC</i> <i>Regular snapshots/scenarios keeps safeguarding at the forefront of everyone’s mind.</i>	1

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

Budgeted cost: **£13,940**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Times Tables Rockstars ,Numbots and Sumdog to enhance the fluency in basic skills in number across all of school.</i>	The challenge and presentation of both Rockstars and Numbots appeals to all children and motivates them to learn their number bonds and times tables. This is also an Ofsted focus to enhance.	5

<i>Accelerator Reader subscriptions for promotion of reading development in KS2 – both fluency and comprehension</i> <i>Oxford Owl subscription for access to online books in KS1</i>	Increasing the opportunities for children to read. The use of accelerator reader closely tracks the progress the individuals are making. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6months https://researchschool.org.uk/essex/news/reading-for-pleasure	5
<i>HfL Reading Fluency Project</i> <i>Volunteer reading helpers targeting specific individuals for enhanced reading opportunities</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6months https://www.hfleducation.org/reading-fluency https://researchschool.org.uk/essex/news/reading-for-pleasure	5
<i>Purchase of IDL literacy intervention</i>	Numerous case studies have measured the impact of IDL and its use in primary schools. Results have consistently shown that pupil's ability significantly improves eg 26 hours or using IDL, pupils' reading and spelling ages increase by an average of 11 months.	3,5
<i>Mastery maths interventions to reinforce the foundations of maths learning</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	5
<i>Monitoring and Evaluation of the impact of catch up interventions</i>	To ensure the interventions that are put in place are being effective, close monitoring and evaluation is needed to assess the impact on pupils' academic and emotional development.	All challenges

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

Budgeted cost: **£32,460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor works with pupils and families – attendance, Involvement with TAFs and CiC/CP meetings. Supports individual children with targeted interventions such</i>	Children will be supported to be emotionally ready to learn. Some of our children need a daily 1:1 session with the learning mentor to just check in with their day. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4months	4,6

<i>as ELSA and time and space to talk.</i>		
<i>Team Teach training for 17 members of staff</i>	Targeted support for individuals for whom whole school behaviour policy is inappropriate. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4
<i>Embedding principles of good practice set out in the DfE's Working together to Improve School Attendance advice. This is led by our Attendance Lead to improve attendance. Release time to track data, meet with parents and children Incentives for good attendance/improved attendance</i>	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance "the review also found positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils' persistence absence." https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	6
<i>Increased parental engagement – involving parents in school lessons, workshops to develop their knowledge of curriculum expectations.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement "Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. Foreexample, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school." "Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,4
<i>School Kind – Social Action Award</i>	To increase the opportunities for pupils to be involved in social action causes both in and out of school. Promoting personal development.	6
<i>Purchase of sets of class novels to enhance the reading diet of our disadvantaged pupils</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6months https://researchschool.org.uk/essex/news/reading-for-pleasure	3,5
<i>Hummingbird Mental Health Project</i>	A six week course based on Positive Psychology that helps children to be happier and more emotionally resilient.	3
<i>Fund to support access to enhanced opportunities. Eg Cost of travel for Y5 pupils performing at Floral Pavilion,</i>	The Children's Society reports on the effects of child poverty. https://www.childrenssociety.org.uk/what-we-do/our-work/ending-child-poverty/effects-of-living-in-poverty	6

<i>Reduced cost of residential for disadvantaged pupils Visits and visitors</i>		
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Total budgeted cost: £ 87,000

Part B: Review of outcomes in the previous academic year 2023-24 (Year 3 of 3)

Pupil premium strategy outcomes

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

RWI has been embedded this year – close monitoring of the programme has resulted in the vast majority of pupils in KS1 making progress with their phonic development.

The Y1 screening resulted in a 93.7% pass rate. With 100% of disadvantaged pupils achieving the pass rate.

Those children who are not yet confident with phonics in Y2 and Y3 have had interventions this year to aid their progression.

KS2 focus has been on developing fluency with all readers across KS2 once they have finished the phonic programme.

Our Y2 cohort during 23-24 was 67% disadvantaged and struggled academically, in particular with their writing. Moving forwards into 24-25 there is a priority to focus on the needs of this cohort in all areas of the curriculum and also socially emotionally.

Although not as high as last year (22-23) the KS2 SATs results were positive with the disadvantaged pupils doing similarly to the non-disadvantaged and exceeding the non-disadvantaged in maths,

Results were as follows:

Reading			Writing			Mathematics		
Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)

Year 2 – Judgement (Well Below/Below/Inline/Above/Well Above)									
All Pupils (21):	57%	43%	19%	81%	19%		52%	48%	19%
Disadvantaged (14):	64%	36%	9%	92%	8%		58%	42%	
Other	56%	44%	33%	67%	33%		45%	55%	33%
SEND (8)	63%	37%	12.5%	87.5%	12.5%		63%	37%	12.5%

Year 6 – Judgement: In 2024 Attainment is (IDSR judges' attainment significantly above or below- above or below – nothing significant) (National in blue text)									
All Pupils (27):	30%	70%	26%	33%	67%	11%	33%	67%	15%
Disadvantaged (11):	27%	73%	18%	27%	73%	9%	9%	91%	9%
Other	20%	80%	33%	37%	63%	12.5%	40%	60%	20%
SEND (7)	57%	43%		100%		--	71%	29%	--

Purchase of TTrackstars and accelerated reader have had a positive impact on pupil engagement. 100% of children in KS2 achieve their reading target half termly. 58% of pupils in Y4 met the standard in the MTC. The positive results in the Multiplication check

taken by Y4 are due to the effective use of TT rockstars. We are also seeing an upturn in the fluency of number in KS1 as a result of the numbots subscription. We subscribe to Sumdog for the Y5/6 to give greater incentive following the use of rockstars in LKS2.

The Ekklan trained TA worked 2 days a week on interventions – either delivering SALT programmes or planning interventions whilst the child was waiting for SALT support. The support was successful with children removed from the programme due to the progress they made.

The learning mentor has delivered ELSA intervention to a number of pupils this year and has also made referrals to CAMHS.

Disadvantaged pupils have lower attendance than non-disadvantaged with

72% of DAP pupils having 90-100% attendance as compared to 87% of non-DAP

21% of DAP had 80-90% attendance compared to 12% of non-DAP

7% of DAP had attendance less than 80%

As such, attendance will be a priority for us moving into 2024/25.

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

Programme	Provider
X Tables Rock Stars and Numbots	TT Rockstars
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.