

ST MARY MAGDALEN'S CE PRIMARY SCHOOL

Pupil Premium Policy 2023/2024

Date policy last reviewed: 24.10.2023

Signed by

Mrs Helen Bird

Headteacher

Date: _____

_____ Mrs Natalie Moore

Chair of
governors

Date: _____

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [PPG allocation](#)
4. [Objectives](#)
5. [How PPG is spent](#)
6. [Long-term strategy for success](#)
7. [A tiered approach to PPG spending](#)
8. [Use of the LAC and PLAC premiums](#)
9. [Example interventions](#)
10. [Use of the service pupil premium \(SPP\)](#)
11. [Accountability](#)
12. [Reporting](#)
13. [Pupil premium reviews](#)
14. [Overpayments](#)
15. [Monitoring and review](#)

Appendices

- a) [Pupil Premium Reporting Template](#)

STATEMENT OF INTENT

At **ST MARY MAGDALEN'S CE PRIMARY SCHOOL**, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for two separate policies:

- Raising the attainment of disadvantaged pupils
- Supporting pupils with parents in the armed forces

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The School Information (England) Regulations 2008
- ESFA (2022) 'Pupil premium: allocations and conditions of grant 2022 to 2023'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- DfE (2022) 'What maintained schools must publish online'

- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Statement
- LAC Policy
- School Website Policy
- Pupil Premium Report and Impact Statement
- School Development Plan

2. ROLES AND RESPONSIBILITIES

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regards to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Liaising with the headteacher to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Impact Statement.

The headteacher is responsible for:

- Ensuring the day-to-day implementation of this policy.
- Appointing an appropriately experienced and knowledgeable pupil premium lead at the school.
- Liaising with the governing board to ensure the school's strategies and activities regarding pupil premium align with the school's wider School Development Plan.
- Working with the pupil premium lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Impact Statement, as required.
- Ensuring the school meets the requirements to publish information regarding the PPG on the school website, as required.
- Ensuring the school census is completed accurately.
- Ensuring personal data of pupils eligible for the PPG is stored, processed, and shared in line with the school's Records Management Policy.

The pupil premium lead is responsible for:

- Undertaking the day-to-day implementation of this policy.

- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Impact Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- Working with the headteacher and other relevant staff members to implement suitable, effective and evidence-based interventions for eligible pupils to support their academic and personal progress at school.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

3. PPG allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- **Ever 6 FSM:** pupils who are eligible for free school meals or have been eligible in the past 6 years.
- **NRPF:** pupils in households with no recourse to public funds (NRPF).
- **LAC:** pupils who are looked after by the LA.
- **PLAC:** pupils who have been adopted from care or have left care.
- **Service children:** pupils who meet one of the following criteria:
 - one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full-time reserve service, and also pupils whose parent is serving in the armed forces of another nation and is formally stationed in England)
 - They have been registered as a 'service child' on a school census since 2016,
 - One of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For the 2022/2023 and 2023/2024 financial years PPG allocations are as follows:

Disadvantaged pupils	PPG amount per pupil	
	2022/2023	2023/2024
Primary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£1,385	£1,455
Secondary-aged pupils who are eligible for FSM, or have been eligible in the past six years, including eligible children of families with NRPF	£985	£1,035

Pupils who have been adopted from care or have left care, i.e. previously LAC	£2,410	£2,530
Children who are looked after by the LA, i.e. LAC	£2,410	£2,530
Service children	SPP amount per pupil	
	2022/2023	2023/2024
Any pupil in Reception to Year 11 with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence	£320	£335

The school will receive its PPG funding from the LA.

Allocations for 2022/2023 will be based on the October 2021 census.

4. Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

5 How PPG is spent

The school will only spend pupil premium funding in line with the terms outlined within the conditions of grant as outlined below:

- For the benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities whose provision furthers any benefit for pupils at the school.

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils. The school will use the PPG to support other pupils with identified needs where appropriate, for example, on pupils who have or have had a social worker or, pupils who may be acting as a carer.

The school will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in ['Using pupil premium: guidance for school leaders'](#), and focussed on the three areas below:

- High-quality teaching, such as staff professional development
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Academically able pupils from disadvantaged backgrounds will be given as much focus as less academically able pupils.

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

6 LONG-TERM STRATEGY FOR SUCCESS

The school has a long-term strategy to ensure it maximises the use of PPG funding. The school has also adopted a long-term **three-year** strategic plan, aligned to the school's wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff deployment

As part of its strategy, the school maximises the use of the PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.

The school conducts lighter-touch annual reviews to inform the strategic plan and form the school's Pupil Premium Impact Statement.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.

- Relevance to the learner – the approach relates to pupils’ interests and makes success matter to them.
- A joined-up approach involving the pupil’s social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

7 A TIERED APPROACH TO PPG SPENDING

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, the school spends the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions
- Small group tuition
- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Behaviour support
- The breakfast clubs
- Attendance initiatives
- SEND support

8 USE OF THE LAC AND PLAC PREMIUMS

The LAC premium is managed by the LA’s designated VSH.

The premium will be used to benefit a pupil’s educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil’s needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

9 EXAMPLE INTERVENTIONS

The school uses the following achievement-focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils’ specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations

The school uses the following wellbeing-focussed interventions:

- One-to-one counselling sessions
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities

The school uses the following communication-focussed interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of off-site trips and experiences

10 USE OF THE SERVICE PUPIL PREMIUM (SPP)

The school will use the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils will qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census in the last six years.
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
- They have a parent who is on full commitment as part of the full-time reserve service, or one who is serving in the armed forces of another nation and is formally stationed in England.

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

11 ACCOUNTABILITY

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy statement for using the PPG on the school website by the 31 December 2022 utilising the DfE template.

The school uses its recovery premium alongside its pupil premium funding and reports on the use of them as a single sum in their strategy statement.

The school publishes the updated PPG strategy annually, in line with its statutory duties.

The school publishes a link to the [school and college performance tables](#) search tool, as well as the schools' individual performance tables page, on the school website.

12 REPORTING

The headteacher reports **Termly** to the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the headteacher and the governing board.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

For parents of pupils in receipt of PPG, details of the pupil's academic progress and behaviour are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

13 OVERPAYMENTS

The school repays any overpayment of the PPG.

14 MONITORING AND REVIEW

The headteacher and SLT are responsible for reviewing this policy **annually**.

Any changes to this policy will be communicated to all relevant stakeholders.

The next scheduled review date is February 2024. May 2024

Pupil Premium Reporting

Funding information	
Financial year	2023/2024
Total number of pupils on roll	203
Total number of pupils eligible for PPG	96
Total PPG received	£129,830
Number of pupils eligible for LAC and PLAC premium	1
Total LAC and PLAC premium received	£2,530
Number of pupils eligible for SSP	1
Total SSP received	£335
Summary of PPG spending in 2022/2023	
<p>Objectives</p> <p>Improve speech and language skills for pupils (eligible for pupil premium) who experience difficulties with communication Key pupils gain necessary skills to communicate effectively with their peers and adults.</p> <ul style="list-style-type: none"> Continued staff training in supporting pupils with S and L difficulties. Pupils eligible for PP in Reception class to make good progress by the end of the year in Phonics and Writing so that the majority of pupils meet age related expectations. Children in Year 1 to make rapid progress in reading and writing in order to close the gap further. Pupils in Year 1 PP group to reach the expected standards in the phonics check and the gap across KS1 is closed with reading and writing attainment. <p>Low self-esteem does not hinder pupil's attitude towards learning – children adopt a growth mind set, demonstrate resilience and are not apathetic Children are positive about their learning and ability.</p> <ul style="list-style-type: none"> Attainment gap is narrowed for pupil premium children Targeted intervention. Nurture and family support. <p>Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate</p> <ul style="list-style-type: none"> Fewer behavioural or welfare issues are recorded for pupil premium children. Targeted intervention. Nurture and family support. <p>Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life Children's social and emotional development is supported.</p>	

All children's aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Embedded new curriculum is more creative and meaningful as a result.

Summary of spending and actions taken

- Working alongside stake holders
- New positive behaviour system
- Reflective Gang – addressing children Mental Well-Being
- School Counsellor – play therapist.
- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Reducing class sizes to improve opportunities for effective teaching
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations
- Occupational therapy-based interventions
- Allocating funds to enable pupils to participate in extra-curricular activities
- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of off-site trips and experiences

Staff costs	Teaching	82,935
	Targeted Academic Support – 12.905	£95,860
Raising standards costs		£39,360

Outcomes 22-23

Improve speech and language skills for pupils (eligible for pupil premium) who experience difficulties with communication Key pupils gain necessary skills to communicate effectively with their peers and adults.

See data below.

Low self-esteem does not hinder pupil's attitude towards learning – children adopt a growth mind set, demonstrate resilience and are not apathetic Children are positive about their learning and ability.

See data below.

Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate

Fewer referrals made to CFWB and CSC

Parent Liaison Lead successfully working with families to support.

Adult Learning Workshops well attended.

School counselling – Play therapy.

Headspace for children

Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life Children's social and emotional development is supported. Teachers work with children to identify academic goals early

School visitors and activities including

Blackburn Diocesan and Church Involvement

Revisiting the School Mission with all stakeholders

Cinema Trips

Science Workshops

History of Computing – The CODESHOW

Choir Church

Drama and Positive Lunchtime interventions

Drama ASC and Performances

Inter School Sport competitions and events.

School Trips and Experiences

My Life through St Mary Mags Book

Own developed Creative curriculum

Cooking Experiences

Junior First Aid

Children Mental Health First Aid training

Data 2022-2023

EYFS	PHONICS		WRITING		NUMBER		KUW		GLD	
	EX	GD								
All	73%		73%						65	
Girls	85%		85%						77	
Boys	61%		61%						54	
PP										
	National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS	

Y1	PHONIC		WRITING		MATHS		SCIENCE		READING	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	65%	N/A	50%	0%	53%	7%	70%	N/A	50%	0%
Girls	58%	N/A	42%	0%	58%	0%	67%	N/A	50%	0%
Boys	71%	N/A	50%	0%	50%	11%	72%	N/A	50%	0%
PP	40%	N/A	31%bh	0%	46%	0%	62	N/A	31%	0%

Y2	READING		WRITING		MATHS		SCIENCE		PHONIC	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	77%	10%	67%	3%	67%	3%	70%	0%	90%	N/A
Girls	81%	19%	69%	6%	69%	12%	75%	0%	80%	N/A
Boys	71%	0%	57%	0%	64%	7%	64%	0%	100%	N/A
PP	76%	12%	59%	0%	71%	6%	71%	0%	88%	N/A
	National ex 67% National GDS 18%		National ex 58% National GDS 8%		National ex 68% National GDS 15%		National ex 77% National GDS N/A			

Y3	READING		WRITING		MATHS		SCIENCE		EGPS	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	70%	7%	50%	3%	60%	3%	77%	N/A	67%	3%
Girls	64%	7%	50%	7%	50%	7%	71%	N/A	64%	7%
Boys	75%	0%	50%	0%	69%	0%	81%	N/A	69%	0%
PP	73%	0%	60%	8%	60%	7%	87%	N/A	73%	7%
	National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS		National ex National GDS	

Y4	READING		WRITING		MATHS	
	EX	GD	EX	GD	EX	GD
All	77%	12%	65%	0%	69%	12%
Girls	80%	13%	66%	0%	66%	13%
Boys	73%	9%	64%	0%	73%	9%
PP	92%	8%	67%	0%	75%	0%
	National ex National GDS		National ex National GDS		National ex National GDS	

Y5	READING		WRITING		MATHS		SCIENCE		EGPS	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	63%	14%	50%	7%	67%	10%	50%	N/A		6
Girls	67%	13%	67%	7%	67%	13%	60%	N/A		
Boys	60%	13%	33%	0%	67%	3%	40%	N/A		
PP	42%	3%	42%	0%	42%	7%	33%	N/A		
	National ex National GDS		National ex National GDS		National ex 73% National GDS		National ex National GDS		National ex National GDS	

Y6	READING		WRITING		MATHS		SCIENCE		EGPS	
	EX	GD	EX	GD	EX	GD	EX	GD	EX	GD
All	57%	18%	70%	7%	71%	7%	70%	N/A	46%	7%
Girls	71%	18%	94%	12%	82%	12%	94%	N/A	65%	6%
Boys	36%	27%	30%	0%	54%	0%	30%	N/A	18%	9%
PP	53%	13%	64%	0%	80%	0%	71%	N/A	47%	0%
	National ex 75% National GDS 28%		National ex 69% National GDS 13%		National ex 71% National GDS 23%		National ex 79% National GDS N/A		National ex 72% National GDS 28%	

1. Summary information					
Staff member completing this form:	MRS HELEN V BIRD	Signature:		Date:	24.10.2023
Year:	2023 - 2024	Total PPG budget:	129,830	Date of most recent PPG review:	NOV 2023
Total number of pupils:	203	Number of pupils eligible for PPG:	96	Date for next internal strategy review:	MAR 2024
2. Current attainment					
		Pupils eligible for the PPG in the school DEC INTERNAL DATA 2023		National average	
	█ of pupils achieving expected standard or above in reading, writing, and mathematics				
	77/166 = 46% of pupils making expected progress in reading (as measured in the school)				
	59/166 = 35.5% of pupils making expected progress in writing (as measured in the school)				
	70/196 = 42.1% of pupils making expected progress in mathematics (as measured in the school)				

PP	REC	YR1	YR2	YR3	YR4	YR5	Y6	TOTAL
READING								
WRITING								
MATHS								

NPP	REC	YR1	YR2	YR3	YR4	YR5	Y6	TOTAL
READING								
WRITING								
MATHS								

1. Barriers to future attainment

In-school barriers		In school provision
A.	Speech and Language	<ul style="list-style-type: none"> • speech and language therapy • Precision teaching
B.	Social needs: building relationships (knowing which are appropriate) understanding barriers; appropriate behaviours	<ul style="list-style-type: none"> • counsellor/play therapy/emotional support • Behaviour support plans • Circle time/PSHE • Social Skills – ‘Talk About’ • Pupil and Parent Mentor
C.	Resilience and confidence	<ul style="list-style-type: none"> • Pupil and Parent Mentor – Growth Mindset • counsellor/play therapy/emotional support

D.	Enjoyable life experiences (days out, cinema trips etc)	<ul style="list-style-type: none"> • Subsidised school trips • In school visits (theatre groups etc.) – funded by school when possible. • Teachers – (EVOLVE lead) to source subject related trips locally and nationally one per ½ term
E.	Welfare and social issues	<ul style="list-style-type: none"> • Pupil and Parent Mentor – Growth Mindset • Lancashire Adult Learning – parent workshops • counsellor/play therapy/emotional support • Early Help Team • Family and well-being services • Use of EHA/TAF where appropriate
F.	Health: lack of food; doctor/dental attendance	<ul style="list-style-type: none"> • Dentist/doctors/fire etc • Fruit trolley/juice Fruit (KS1) • Outside PE Provision • Extra-curricular clubs • Milk (Free at age 4) • Magic Breakfast • Bagel breakfast bar
External barriers		What are we doing?
A.	<ul style="list-style-type: none"> • Drug/alcohol abuse • Domestic violence 	<ul style="list-style-type: none"> • Pupil and Parent Mentor • Safeguarding – DSLs • Children’s social care informed when necessary. • Record of issues (pink slips) – CPOMS • PSHE SOW – supporting drugs education. • Opening of EHA’s and School being Lead professionals
	<ul style="list-style-type: none"> • Low attendance • Parental skills – children aren’t encouraged to complete homework, read, 	<ul style="list-style-type: none"> • Parent workshops (Lancashire adult learning) • Home visits, attendance officer involved if necessary • Breakfast bagels, snack etc. • approaching targeted families • Homework Support at Breakfast club

	discuss their day, have breakfast etc.	<ul style="list-style-type: none"> • 1:1 parental support from Pupil and Parent Mentor if required • 1:1 family support counsellor/play therapy/emotional support 	
2. Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	Monitoring
A.	Improve speech and language skills for pupils (eligible for pupil premium) who experience difficulties with communication Key pupils gain necessary skills to communicate effectively with their peers and adults.	<p>Continued staff training in supporting pupils with S and L difficulties.</p> <p>Pupils eligible for PP in Reception class to make good progress by the end of the year in Phonics and Writing so that the majority of pupils meet age related expectations.</p> <p>Children in Year 1 to make rapid progress in reading and writing in order to close the gap further.</p> <p>Pupils in Year 1 PP group to reach the expected standards in the phonics check and the gap across KS1 is closed with reading and writing attainment.</p>	Feedback from SL (SALT), improvements in class
B.	Low self-esteem does not hinder pupil's attitude towards learning – children adopt a growth mind set, demonstrate resilience and are not apathetic	<p>Children are positive about their learning and ability. Attainment gap is narrowed for pupil premium children</p> <p>Targeted intervention. Nurture and family support.</p>	<p>Positive attitudes displayed during observations</p> <p>Analysis of data</p>
C.	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate	<p>Fewer behavioural or welfare issues are recorded for pupil premium children.</p> <p>Targeted intervention. Nurture and family support.</p>	Heads and SLT meet to discuss record of behaviour/welfare problems

D.	Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life Children’s social and emotional development is supported. Teachers work with children to identify career goals early	All children’s aspirations are widened. Children understand the wider world and are able to apply personal experiences to learning. Embedded new curriculum is more creative and meaningful as a result.	More resilience in children. All children know how to reach their goals (life maps)
----	--	--	---

3. Planned expenditure

Academic year 2023-2024

How will Pupil Premium be spent in 2023-2024

Desired outcome	Chosen action / approach	What we are doing What we will do	Success Criteria	Staff lead	When will you review implementation?
A.	Improve speech and language skills for pupils identified and eligible for pupil premium. <u>Our approach:</u> <ul style="list-style-type: none"> Teaching assistants provide small group and 1:1 intervention for key children who are working below national year group expectations. Targeted children receive intervention from external professionals (SL (SALT)) and there is evidence of the impact that this has on the progress of those children. Teachers ensure learning support plans are relevant to chn and these are reviewed regularly with EB. 	Teaching Assistants – targeted group interventions 1:1 targeted intervention throughout school Talk boost Picture News to encourage knowledge of the world/global issues SEN team and TA’s to carry out speech and language programmes	Interventions contribute to the attainment gap closing and those eligible for PP make accelerated progress. Assessment data shows key children are making positive progress. All children can access learning	Pupil and Parent Mentor SENDco	

		SL (SALT) works with key children every Friday SALT carries out screening in reception at beginning of year to identify any problems Heads monitor data post assessment week	during lesson time (observations).		
Anticipated spend 23/24 - £935 – Speech Therapist £40,000 – TA support in Class					
Total Budgeted Cost = £40,935					
B.	<p>Improve self-esteem/mindset of children eligible for pupil premium.</p> <p><u>Our approach:</u></p> <ul style="list-style-type: none"> • High expectation of attainment for all pupils, providing consistent support for emotional/social development • CPD for staff to ensure all staff are informed about children’s well-being and mental health (opportunity to organise twilight?) • Interventions focusing on developing confidence of target children to improve their attitude towards themselves and their ability (Pupil and Parent Mentor during PP time?) 	<p>Pupil and Parent Mentor – nurture/wellbeing</p> <p>Early Help Team</p> <p>School counsellor</p> <p>Growth mindset school culture</p> <p>Pupil and Parent Mentor – Work with target children on boosting self esteem</p>	<p>Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2023</p> <p>Teachers/Pupils report an improvement in engagement and attitude towards learning</p> <p>Pupils have aspirations and</p>	Pupil and Parent Mentor	

			improved self esteem		
Anticipated spend 23/24 - £10,640 – School Counsellor £55,000 – Pupil Mentor					
Total Budgeted Cost = £65,640					
Desired outcome	Chosen action / approach	What we are doing What we will do	Success Criteria	Staff lead	When will you review implementation?
C.	<p>Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate</p> <p><u>Our approach:</u></p> <ul style="list-style-type: none"> • Pupil and Parent Mentor supports parents and children • Outside agencies brought in when necessary to support parenting • Parenting workshops provided by Lancashire Adult Learning (organised by Pupil and Parent Mentor) • Safeguarding • SENCo supporting PP chn with special educational needs 	<p>Consistent use of school’s behaviour systems to support children in behaving appropriate to ensure they fulfil potential.</p> <p>School counsellor</p> <p>SALT– Speech and language development</p> <p>Early Help Team</p> <p>Pupil and Parent Mentor – Nurture</p> <p>Pupil and Parent Mentor – Self-esteem/growth mindset</p> <p>Early Help Team</p>	<p>Fewer behaviour issues for key PP children</p> <p>Less incidents during playtimes</p> <p>Fewer welfare/social issues having adverse effects on children’s education</p> <p>Improved attainment for children eligible for PP</p>	Pupil and Parent Mentor	

		Extra-curricular clubs Wake and shake to support well being			
Anticipated spend 23/24-		See Above			
D.	<p>Children aspire to be successful and care about their future – curriculum supports social mobility and children feel that they can achieve, we prepare our children for all aspects of life</p> <p><u>Our approach:</u></p> <ul style="list-style-type: none"> • Curriculum revamp which supports social mobility and creativity to engage all children • Organise visits from a range of employed people to encourage and improve aspirations of our children (visits from various professionals) • Children’s social and emotional development is supported 	<p>Interventions</p> <p>School counsellor</p> <p>Visits from a range of professionals to teach children about the variety of job opportunities available</p> <p>Pupil and parent mentor – interventions to support children with low self-esteem and boost their confidence</p> <p>Magic Breakfast</p> <p>Choir & community</p> <p>Picture News</p> <p>Extra-curricular clubs to support health and well being</p> <p>Forest school –</p> <p>Outside PE Coach–</p> <p>Outside Drama School</p> <p>SIAMS</p>	<p>Improvement in engagement with learning</p> <p>Children enthusiastic about prospects</p> <p>Fewer PP children needing additional support from services such as sure start/counselling</p>		

Anticipated spend 23/24 - £5,000 - Subsidied Clubs
 £635 - Magic Breakfast
 £6,000 - Wider Curriculum
 £5,000 - Subsidied Trips
 £2,000 – Supervision Whole School
 £5000 – CPD
 £4,000 - Additional Lunchtime support
 £685- CPOMs
 £600 - Forest Schools
 £60 – PSHE Association

Total Budgeted Cost = £28,980

TOTAL = 137, 130 expected costs