



Pupil premium strategy statement- Pelham 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

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	18.75%
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)	2024/2025, 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Beverley Evans
Pupil premium lead	Sam Robinson
Governor / Trustee lead	Brenda McHugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,520
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,520



Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure that all of our pupils, irrespective of their early experiences and the challenges they face, achieve high attainment. We aim to equip all of our pupils with the resources to realise their aspirations and to have the self-belief that they can be anything they want to be.

Where pupil premium pupils are on track or above expected we aim to enable them to reach greater heights.

Through Quality First Teaching we aim to close the gap between Pupil Premium and Non-Pupil Premium pupils. We expect the highest standards in teaching and learning so that the needs of all pupils are met including vulnerable groups. To this end we incorporate opportunities for targeted teaching using a variety of support and specialist programmes.

We believe that children excel when parents and carers, schools and all stakeholders work together. To this end, parental engagement is key. We support our challenged families to develop their skills and resources so that they are actively involved in their child’s learning.

Irrespective of background and social/economic issues we celebrate the diversity of rich cultures all pupils bring to our school community. Through our wider curriculum we aim to enhance and expand experiences for all our pupils so that they gain self-confidence, find their place in the school community and the wider society and the richness.

Implicit in the intended outcomes detailed below, is the intention that Non-Pupil Premium pupils’ attainment will be sustained and improved alongside progress for their Pupil Premium peers across our three-year plan.

Challenges

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

Challenge number	Detail of challenge
1	To ensure our pedagogical approach is used to improve pupil outcomes, tailored to the individual needs of all learners, and is aligned to recommendations provided by outside professionals.
2	To continue to ensure that pupil attendance for Pupil Premium pupils is in line with Non Pupil Premium pupils, punctuality for Pupil Premium pupils and persistent absence is in line with Non Pupil Premium pupils. The gap between Pupil Premium and Non Pupil Premium in attendance in 2023/24 was small but we want to continue to reduce this.
3	Positive parental engagement is key to ensure that all pupils feel supported and are able to access learning at home. A challenge with our pupil premium children can be engagement between parents and school. With a lack of engagement, pupils can struggle because of a lack of home-school support. Through workshops, open days, open evenings and effective communication between home and school we can ensure that this is not a challenge but has a positive impact instead



4	To address a range of speech and language difficulties for all pupils through interventions and in class support. Speech and language opportunities are developed across the curriculum and are key to all learning. 11.8% of the school have speech and language difficulties and 9.6% of Pupil Premium pupils have speech and language difficulties. We ensure that there is a language rich environment at school and use specialists along with specialist programmes to support pupils with speech and language difficulties.
5	To promote the progression of reading and early reading skills throughout the school with all pupils. We aim to promote a love of reading with all our pupils and the importance of reading. Through assessments and reading with the children, we identify gaps in reading skills and then put measures into place to mitigate this. We use Little Wandle in school for Phonics and we teach reading lessons across all year groups.
6	To provide opportunities for pupils to increase their exposure to the wider world and the experiences within it. This will also support cultural capital and wellbeing for our pupils. Research shows that wellbeing is linked to pupil academic achievement. Pupils with better health and wellbeing are likely to achieve better academically. Through providing opportunities to enrich the educational experience this will have a positive effect on wellbeing.
7	To ensure teaching and learning techniques are consistently used to improve pupil outcomes and tailored to the individual needs of all learners and are aligned to recommendations provided by outside professionals. Our Teaching and Learning Model has been revised and developed to ensure active engagement from pupils and promote a love of learning.

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 greater depth reading, writing and maths attainment for disadvantaged pupils at the end of KS2. KS2 greater depth reading, writing and maths outcomes in 2024/25 are at least in line with national average and are broadly in line with non-disadvantaged pupils.	Improved greater depth reading, writing and maths attainment for disadvantaged pupils at the end of KS2. KS2 greater depth reading, writing and maths outcomes in 2024/25 are at least in line with national average and are broadly in line with non-disadvantaged pupils.
The gap in language and listening skills between Pupil Premium and Non-Pupil Premium narrows. Children develop a broader range of vocabulary. The language gap between Pupil Premium and Non-Pupil Premium narrows across all year groups. Pupils will achieve ELG for communication and language; reading and writing on Development Matters. A	The gap in language and listening skills between Pupil Premium and Non-Pupil Premium narrows. Children develop a broader range of vocabulary. The language gap between Pupil Premium and Non-Pupil Premium narrows across all year groups. Pupils will achieve ELG for communication and language; reading and writing on Development



language rich environment around the school seen through monitoring.	Matters. A language rich environment around the school seen through monitoring.
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Pupils feel supported by parents/carers and school. Pupils settle quickly into the school routine, feel safe and respond positively to school expectations. Pupils feel supported and are settled within school. They are able to meet behaviour expectations and make good choices throughout their school life. This will be monitored through Pupil Voice and Learning Walks.	Pupils feel supported by parents/carers and school. Pupils settle quickly into the school routine, feel safe and respond positively to school expectations. Pupils feel supported and are settled within school. They are able to meet behaviour expectations and make good choices throughout their school life. This will be monitored through Pupil Voice and Learning Walks.
An increasing number of Pupil Premium pupils become confident readers by the end of KS1 and there is an increase in pupils achieving Expected and Greater Depth at KS2. Three-year increase in the year 1 and year 2 pass rate with pupils achieving above the National Expectations, closing the gap between Pupil Premium and Non-Pupil Premium pupils.	An increasing number of Pupil Premium pupils become confident readers by the end of KS1 and there is an increase in pupils achieving Expected and Greater Depth at KS2. Three-year increase in the year 1 and year 2 pass rate with pupils achieving above the National Expectations, closing the gap between Pupil Premium and Non-Pupil Premium pupils. Pupil Premium pupils have opportunities and take part in opportunities around the wider curriculum and the wider school life. Cultural capital is developed and sustained.
Pupil Premium pupils have opportunities and take part in opportunities around the wider curriculum and the wider school life. Cultural capital is developed and sustained. Pupils are confident, active members of the school and its community and show a greater understanding of the world around them. Pupils take part enthusiastically in clubs, trips, groups, workshops and opportunities offered to them. Pupils are fully engaged in school	Pupils are confident, active members of the school and its community and show a greater understanding of the world around them. Pupils take part enthusiastically in clubs, trips, groups, workshops and opportunities offered to them. Pupils are fully engaged in school life. Pupils progress and achieve in line with or above all pupils.



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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to continue to receive CPD and become pedagogical experts to ensure the quality of education is consistently good across all year groups.	https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	1 4 7
SALT Speech and Language therapist x 2 days a week. Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 3 4
Peripatetic Music Programme Opportunity to enhance curriculum and encourage talents while building cultural capital for our pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1 3 7
Accelerated Reader Scheme to provide high quality online	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 3 7



reading texts and teacher assessment. Accelerated Reader is a proven tool for raising engagement in reading and delivering accelerated progress.		
Subscriptions TTRS, Spelling Shed, Purple Mash, Maths.co.uk, Spag.co.uk	https://swgfl.org.uk/magazine/what-has-been-the-impact-of-remote-learning/	1 3 7
Use of support staff in class to aid learning and support pupils	Extra support for pupils who may need it.	1 4 7
Use of standardised assessments including test papers, assessment booklets and assessment activities. Training for staff to ensure assessments are interpreted and administered correctly.	Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessments in Years 1-6 supports and informs teacher planning.	1 5
<i>Further embed a DfE validated Systematic Synthetic Phonics programme to continue to secure stronger phonics teaching for all pupils.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 4 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics and Reading interventions in KS1 and KS2, including 1:1 reading: Daily phonics interventions delivered across Key Stage 1 and 2.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 4 5



Afternoon TA intervention KS1 & KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 4 5
Speech and Language Therapist Speech and Language assistant	SLA – 1 day a week. Speech Therapist carries out assessments; writes care plans and reviews. Speech Therapist carries out commissioned Speech and Language provision for EHC pupils. Speech Therapist carries out training with S&L TA, sets targets and oversees S&L programmes. Pupil’ s speech and language and speech sounds receive early support. S&L assistant carries out 1:1 care plans and group interventions linked to care plans. Programmes include; care plans, memory magic, chatterbox; black sheep press, colourful semantics.	1 3 4
Sensory circuits	Pupils that may feel anxious separate from their parents with greater ease and therefore arrive to school on time and ready to learn	1 3 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 6
Breakfast Club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club	3 6
PP Creative Curriculum EYFS/Y1, Y2/3, Y4/5, Y6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3 6



<i>Educational experiences</i>		
<i>Attendance rewards and incentives</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	3 6
<i>Attendance: ● Attendance awards ● Trust Attendance Officer ● EWO support ● Free/Subsidised Breakfast Club ● Sensory circuits ● Support to provide school uniform when needed.</i>	Pupils attend school every day. Attendance of Pupil Premium is in line or above national for Pupil Premium. Attendance for Pupil Premium is in line with all pupils. Parents are supported in helping pupils attending school on time and every day. Early Help issues are identified and appropriate support is in place. Pupils have a positive start to the school day. No pupil starts the day hungry. Pupils have an active start to the day in line with Health Schools. Pupils have opportunities to engage in practical activities at lunchtime, which develop social skills. Pupils separate from their parents calmly and start the day ready to learn. Pupils start their day fully equipped. The DfE guidance has been informed by engagement with schools that have reduced levels of absence and persistent absence. Embedding principles of good practice set out in DfE’s Improving School Attendance advice- appointment of attendance/support officer to improve attendance.	3 6
<i>After School Clubs</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3

Total budgeted cost: £



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Foundation Stage		National 2023	School 2024	PPG
Good Level of Development (GLD)	% of children achieving a good level of development by the end of Reception year.	67%	70%	100%
Phonics Screening Check		National 2023	School 2024	PPG
Year 1	% passing the phonics screening check in Y1. The 2022 pass mark is 32	79%	73%	60%
Year 2 Cumulative	% of Y2 cohort passing the phonics screening check by the end of Year 2.	89%	87%	78%
Key Stage Two (Year 6)		National 2023	School 2024	PPG
Combined at the expected standard	% of children who have achieved the expected standard in reading, writing and maths.	61%	60%	44%
Reading at the expected standard		74%	87%	63%
Writing at the expected standard		72%	62%	44%
Maths at the expected standard		73%	82%	69%
Combined at higher standard	% of children reaching a scaled score of more than 110 in all three subjects.	8%	3%	6%
Reading at the higher standard		28%	38%	19%
Writing at the higher standard		13%	3%	0
Maths at the higher standard		24%	48%	6%
Average Scaled score in Reading test	A scaled score of 100 is the age-related standard.	105	106.8	
Average Scaled Score in Maths test	A scaled score of 100 is the age-related standard.	104	107.7	