

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Idle C of E Primary School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	7.2% (30)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Pete Sayers
Pupil premium lead	Anne Mason
Governor / Trustee lead	Nicola Roth

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,240

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or engagement with family support services, young carers and those who are Looked After or Previously Looked After. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and School-Led Tutoring and support for pupils whose education has been worst affected as a result of the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments rather than assumptions about the impact of disadvantage on our pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified including pre-teaching, 1:1 feedback or bespoke intervention
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped <b>oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The impact of these can be seen on the higher proportion of pupils eligible for Pupil Premium funding being on the SEN register, lower than cohort attainment for those eligible for PP funding at GLD and in Reading at KS1 and 2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>reading</b> than their peers despite phonic decoding ability. This negatively impacts their development as readers and their engagement with Reading for Pleasure. The impact can be seen on the higher proportion of pupils eligible for Pupil Premium funding being on the SEN register, lower than cohort attainment for those eligible for PP funding at GLD and in Reading at KS1 and 2.
3	Internal and external assessments indicate that <b>maths</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The impact can be seen on the higher proportion of pupils eligible for Pupil Premium funding being lower than cohort attainment for those eligible for PP funding at GLD and in Maths at KS1 and 2 as well as in the MTC.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils in Years 4, 5 and 6 have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in <b>significant knowledge gaps due the pandemic</b> leading to pupils falling further behind age-related expectations in Years 4, 5 and 6.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a higher proportion of pupils from disadvantaged backgrounds being on the SEN register for <b>SEMH</b> . 2% of pupils in the school are on the SEN register with SEMH as the primary need, 18% of those disadvantaged are on the SEN register with SEMH as the primary need. These social challenges particularly affect disadvantaged pupils, including their attainment and interactions with peers and adults.

6	<p>Our <b>attendance</b> data 2023-24 indicates that non-attendance among disadvantaged pupils has been 8.1%, an increase of 2% from 2022/23.</p> <p>43.8% of disadvantaged pupils have been 'persistently absent'. This is 26.6% higher than the national Non-Disadvantaged cohort at 17.2% - this has significantly increased this year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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## 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 among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 and 2 reading outcomes in 2024/25 show that disadvantaged pupils meet or expected targets and that gaps narrow between cohort and disadvantaged pupils.
Improved maths attainment for disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils meet or expected targets and that gaps narrow between cohort and disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behavioural incidents requiring external support</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
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## 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: £ 2743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for new staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests 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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund enhanced staff ratios within Year 1 and Reception to facilitate provision activities in KS1. Use of White Rose Maths training to develop dialogic rather than worksheet based approaches throughout school, particularly within maths</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD from White Rose Maths Hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff via SCiL team.</p> <p>Additional staffing to support SEL within classroom environment – key areas of school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £ 6300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions 1:1 targeted towards disadvantaged pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 2

who require further phonics support.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 32197

Activity	Evidence that supports this approach	Challenge number(s) addressed
New staff training/refresher training/coaching for those identified on behaviour management and restorative practice approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Improve the quality of social and emotional (SEL) learning through playground support via SEMH/pastoral staff and focused small group work to develop social skills and interaction.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	5



<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Residential trips and educational visits</p>	<p>The cost of sending pupils eligible for pupil premium on residential and educational visits</p>	4
<p>Uniform</p>	<p>Providing vouchers for school uniform for eligible pupils to reduce absence related to lack of uniform and ensure that pupils have new uniform each year</p>	4,6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £ 51240**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Our external assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than cohort in key areas of the curriculum. Due to the very small numbers involved, it is statistically unreliable to report % outcomes. The outcomes we aim to achieve in our current strategy by the end of 2024/25 are accounted for in terms of provision for this academic year and are increasingly focused on Quality First Teaching via Pupil Premium funding and a decrease in investment in strategies which do not impact upon academic attainment following leadership change in 2022.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from pupil premium funded improvements to teaching and targeted interventions due to not being in school. Since return to school in 2021-22 there was a high investment in tutoring for Years 6, 5 and 2 using both school-led and national tutoring programme providers. The focus for 2024-25 is continuing a shift in providing Quality First Teaching for all pupils, enhanced by intervention and support for those disadvantaged and focused mentoring for those most disadvantaged.

Although overall attendance in 2023/24 was lower than in the preceding years, it was higher than the national average. However, overall absence for the disadvantaged group was higher than National and the school's gap to Non-Disadvantaged pupils nationally has increased. A high proportion of our school's Disadvantaged cohort are persistently absent. This is a key focus for our Attendance Lead to narrow this gap towards national over the forthcoming year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the last two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families and targeted interventions where required. We are building on that approach with the activities detailed in this plan and an increased pastoral team supported by outside agencies to complement school-led pastoral support to accommodate the increased need.

## 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

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular, both within and external to school, activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising and developing a Growth Mindset. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In revising our pupil premium strategy for the current academic year, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and refocused support within school focusing on inclusive practices and Quality First Teaching and CPD.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the remainder of our three-year approach and will adjust our plan over time to secure the best outcomes for pupils.