

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Charles Saer CP School
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	23/09/2021
Date on which it will be reviewed	01/07/2024
Statement authorised by	Helen Willott
Pupil premium lead	Mike Lees
Governor / Trustee lead	Paula Atkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,270
Recovery premium funding allocation this academic year	£24360
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	£260,630

Part A: Pupil premium strategy plan

Statement of intent

At Charles Saer Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our PP strategy is to support disadvantaged pupils to achieve that goal.

We have many vulnerable pupils and we consider the specific challenges that these children face on a daily basis. When allocating funding these children are at the forefront of our decision making, however, we are acutely aware of the needs of all of the children in our school and aim to meet these needs on an individual basis

High quality teaching and learning is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. We also understand the importance of children's social, personal and emotional development as being a key element of children reaching their full potential. In order to close the gap between disadvantaged pupils and non-disadvantaged pupils these needs must be met.

We believe in giving children opportunities that they might not get outside of school. Our curriculum is designed to raise aspirations, providing experiences which will last a lifetime in the memories. These come in the form of 'wow' moments in the classroom, as well as additional experiences beyond the classroom, which aim to give pupils a 'thirst for more' and an understanding of the value of their own education.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline on entry to school, particularly communication - this is evident throughout school. Phonics scores in the December 2021 Y2 testing were below expected. This directly impacts the reading of those children.
2	Pupils and their families often have low aspirations for their futures which impacts on their motivation and commitment to learning. We want to remove the barriers to learning created by poverty, family circumstances and background.
3	Lockdowns have resulted in disadvantaged children engaging in fewer learning opportunities than some of their peers. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, particularly in reading.
4	Social and emotional barriers to learning, which were already high, have become even more significant following the pandemic. Children's emotional

	well-being is at an all time low and we have noted a much greater need to provide support on a pastoral basis. This has particularly affected disadvantaged pupils, which is impacting on their attainment.
5	<p>Attendance data over the last 3 years shows that the attendance of our disadvantaged pupils has been 94.44%, 92.11%, 92.2% which is marginally lower than that of non-disadvantaged pupils (94.07%, 92.61%, 93.09%).</p> <p>The pandemic has caused a drop in attendance throughout the whole school over the past 2 years. Our observations show that absenteeism is negatively impacting our disadvantaged pupils' progress.</p>

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 our disadvantaged pupils	Assessment and observations indicate significantly improved oral language skills and vocabulary among our disadvantaged pupils. This is evident in lesson engagement.
Improved reading attainment among our disadvantaged pupils	KS2 reading outcomes in 2024/25 show a significant increase of disadvantaged pupils meeting the expected standard in reading. The gap will be closed between disadvantaged pupils and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for pupils 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"> - qualitative data from student voice, student and parent surveys and teacher observations. - pastoral team will see a reduced need for emotional wellbeing groups - high participation levels in enrichment opportunities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils	<p>Sustained high attendance levels from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the overall attendance rate for all pupils will be no less than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will be no greater than 1% - Attendance will be in line with or greater than national averages.

<p>To provide enrichment activities beyond the curriculum to raise the aspirations of all pupils and families, particularly our disadvantaged pupils.</p>	<p>100% of children will have participated in at least one enrichment activity aimed at raising aspirations. Pupils in year 6 will be given the opportunity to take part in an overseas visit.</p> <p>Pupils' enjoyment of these activities will regularly be linked to the value of education.</p>
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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: £19,080.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for 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.</p> <ul style="list-style-type: none"> - L'explore (reading diagnostic) - EEF 	<p>1, 2, 3</p>
<p>Introduce dialogic activities across the school curriculum, particularly focussed on early intervention in EYFS and KS1.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussions have a high impact on reading.</p> <ul style="list-style-type: none"> - Neli 	<p>1, 3</p>
<p>To purchase a systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>To invest in high quality CPD for all staff in the delivery of English.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Once established, high quality guided reading linked with writing opportunities is key to the development of comprehension skills and written English.</p> <ul style="list-style-type: none"> - Red Rose - CPD (including Lancashire English consultant) 	<p>1, 2, 3</p>
<p>Purchase high quality reading books to further support the teaching of phonics and guided reading</p>	<p>Reading books matched to phonics ability used to engage the reader and increase confidence. High interest/low level reading books purchased for children with SPLD.</p>	<p>1, 3</p>

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

Budgeted cost: £153,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ nurture teacher to provide early intervention, nurture and academic support	Working in a small nurture group provides children with an opportunity to learn at their own pace, develop self esteem and attachments that form the foundations of lifelong learning skills. Giving pupils a sense of belonging is a key element of the nurture group.	1, 2, 3, 4, 5
Continued investment in additional support staff (1:1s)	Many of our children have additional needs and through experience we identify those that are able to access the curriculum/individual curriculum through the use of 1:1 support	1, 2, 3, 4
Employ specialist SEN teacher	Lyndon Day - working with children 1:1 to identify specific learning difficulties and developing strategies and plans to not only manage these needs on a day to day basis but to clearly identify next steps.	1, 3, 4
Invest in Educational Psychology support	Deep cognitive and behavioural assessment of children's complex needs helps to identify individual support	1, 3, 4
Buy specific Dyslexia package to support reading development	Lexia - Through a singular focus on literacy and a full spectrum of solutions to support it, Lexia helps more learners read, write, and speak with confidence	1, 3
Signpost and provide counselling services for pupils, families and staff in order to support wellbeing and mental health	The use of skilled counsellors working with the many issues that children, families and staff deal with in daily life: <ul style="list-style-type: none"> ● Significant Anxiety ● Trauma ● Self-harm ● Significant loss (including divorce and separation) ● Bereavement ● Breakdown in family relationships ● Low self-esteem ● Non-School Attenders ● Specialist support for Looked After Children ● Domestic violence 	2, 4, 5

	<ul style="list-style-type: none"> ● Vulnerable children and young people ● Anger ● Physical and sexual abuse ● Life story work ● Work life stress 	
Continued investment in specialist autism teacher	Reachout - 1:1 work with children who have a diagnosis as well as those being assessed who are on the pathway	1, 4, 5
Additional teacher (PPA and intervention lead)	We know that targeting individuals and small groups with specific high quality additional learnings accelerates progress and attainment. (CH)	1, 3, 4

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

Budgeted cost: £87,741.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the quality of social and emotional learning. We will invest in pastoral support in order to embed SEL approaches throughout school. CPD will support professional development for all staff, particularly the pastoral team	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. This is even more key following the pandemic.	3, 4
Employ FLM	A dedicated and approachable adult in school will remove barriers to learning for both children and families. Sign-posting and access for vulnerable families to various agencies has proven to increase engagement with school.	2, 4, 5
Breakfast and after school club subsidy available for PP children	Ensuring families have access to breakfast and after school club improves attendance and punctuality issues.	4, 5
Breakfast subsidy for low income families	Ensuring all children have access to a healthy breakfast improves wellbeing and readiness for learning.	4, 5
£10 subsidy per child to support enrichment activities (educational visits)	Raising aspirations is a key element to ending the cycle of deprivation and broadening our pupils early experiences	2, 4, 5

	has proven to be an invaluable tool in developing lifelong success.	
Free uniform subsidy	Improved self-esteem as the children feel part of the whole school community	2, 4, 5
Performing arts subsidy	Providing wider opportunities for our children to ensure that cost is no barrier to ensure they have the chance to take part and perform in shows and experiences results in improved wellbeing, self esteem and attendance.	2, 4, 5
Paris subsidy	This residential visit broadens pupils' life opportunities, develops social & emotional skills as well as life skills that improves the outcome for all involved.	2, 4, 5
Contingency fund for acute issues	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.	All

Total budgeted cost: £ 260,630

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 2020 to 2021 academic year. Our internal assessments showed that despite ongoing school closures there was an increase in the number of PP children achieving the expected (Exp+) standard in each year group in reading, writing and maths (with the exception of the yr 3 maths cohort). In year progress remains good despite overall achievement data being less than national averages.

Reading	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Overall Exp+	60% (+37)	55% (+19)	46% (+16)	60% (+21)	70% (+19)	66% (+16)	70% (+20)
Overall GD	0%	7% (+5)	17% (+12)	10% (+3)	9% (+2)	25% (+23)	20% (+13)
PP Exp+	50% (+45)	35% (+25)	26% (+10)	43% (+14)	61% (+18)	64% (+18)	70% (+22)
PP GD	0%	5% (+5)	11% (+6)	0% (-7)	7%	21% (+21)	15% (+9)
Non PP Exp+	68% (+32)	68% (+12)	58% (+16)	63% (+20)	76% (+17)	69% (+13)	69% (+15)
Non PP GD	0%	7% (+3)	21% (+16)	13% (+6)	12% (+6)	31% (+25)	31% (+23)

Writing	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Overall Exp+	56% (+35)	52% (+21)	40% (+24)	38% (+8)	53% (+16)	45% (+6)	65% (+19)
Overall GD	0%	5% (+5)	6% (+6)	2% (+2)	0%	14% (+12)	13% (+13)
PP Exp+	45% (+30)	30% (+20)	21% (+16)	7%	46% (+5)	46% (+10)	64% (+22)
PP GD	0%	5% (+5)	5% (+5)	0%	0%	11% (+7)	9% (+9)
Non PP Exp+	64% (+40)	68% (+20)	53% (+27)	50% (+10)	59% (+18)	44%	69% (+15)
Non PP GD	0%	4%	5% (+5)	3% (+3)	0%	19% (+19)	23% (+23)

Maths	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Overall Exp+	69% (+20)	68% (+21)	54% (+24)	48% (+12)	70% (+12)	64% (+19)	74% (+15)
Overall GD	0%	5% (+3)	11% (+11)	10% (+3)	16% (+2)	20% (+18)	15% (+11)
PP Exp+	55% (+13)	50% (+25)	37% (+11)	14% (-7)	61% (+11)	64% (+21)	73% (+15)
PP GD	0%	0%	0%	0%	14%	18% (+14)	9% (+6)
Non PP Exp+	80% (+35)	80% (+16)	63% (+31)	60% (+17)	76% (+11)	63% (+13)	77% (+15)
Non PP GD	0%	8% (+4)	21% (+21)	13% (+3)	18% (+6)	25% (+25)	31% (+23)

Although attendance data was down for the 2020/21 academic year, this is largely due to the frequent 'bubble' closures and whole school closures. We are continuing to develop and build on our previous approaches to increasing attendance.

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.