

Penketh South CP School



Pupil Premium Statement

December 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Penketh South Primary School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Lawton, Headteacher
Pupil premium lead	Lorraine Browne, Deputy Headteacher
Governor / Trustee lead	Kathryn Bullivant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,696
Recovery premium funding allocation this academic year	£3,624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£44,320

Part A: Pupil premium strategy plan

Statement of intent

We believe that all of our children, regardless of their background or additional needs are entitled to a curriculum which fully meets their needs but also enriches their lives both now and in the future. All of our staff have high expectations of our children and share a commitment to improving life chances for all children. Our curriculum intent statement expands on this: -

On the children's journey through Penketh South we aim to spark their curiosity and fire their enthusiasm. We want our children to take pride in themselves, their achievements and their environment. They will be taught to respectfully question, to show appreciation for the world around them and to accept and understand equality and diversity. We will provide opportunities for our children to develop as independent, confident and successful learners who have high aspirations for the future. The children will be encouraged and supported to become resilient learners who understand that it is ok to make mistakes as long as they use these experiences to help them to develop and grow. Our children will become learners for life, powerful contributors, confident individuals and responsible citizens of the future.

To ensure that all of our children, including disadvantaged children, make progress, we assess and evaluate the children's needs on a regular basis using a range of assessment methodologies and make provision for them accordingly. Using this approach means that all children will benefit but that we can ensure our disadvantaged pupils are supported effectively in order to make accelerated progress where necessary, including those who are already high attainers, and therefore gaps between disadvantaged pupils and their peers should narrow.

(Disadvantaged pupils are defined as: Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years, Pupils who have been looked after continuously for at least one day in the last year, and pupils who have left care through a formal route such as adoption.)

It is important that we ensure: -

- An appropriate level of challenge
- That additional scaffolding, support or intervention is provided as soon as a need is identified
- That assessment is used effectively, both formative and more standardised forms of assessment
- That we will work with appropriate agencies to identify and help support additional learning needs

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupils have displayed difficulties with their emotional well-being and mental health, including anxiety-related needs. This appears to impact on many of our 'disadvantaged' pupils in particular. Children are identified through observation, discussion with children and from, for example, parents raising concerns.
2	A number of our children who attract PPG struggle with forming and maintaining relationships and need support with conflict management. Again, we use pupil discussion, conversations with parents and general observations to identify children who require additional support with relationships.
3	Four of our 'disadvantaged' children also have Special Educational Needs which vary in type. We use specific assessments, general assessment information as well as information from parents and professionals from external agencies using Warrington's Graduated Response to identify need and appropriate ways of supporting our pupils.
4	Some of our 'disadvantaged' children would struggle to access activities such as sports clubs, music lessons, school trips and visits, etc. without financial support. We have found that subsidising these kinds of activities in the past has ensured a broader and richer curriculum for the children. It has also allowed us to encourage children who have a talent to pursue activities which might not otherwise have been possible.
5	Some pupils struggle with motivation and maintaining attention. This impacts on their daily work and on more formal assessments.
6	Persistent poor punctuality has negatively impacted on the progress of an identified child as he has missed important sessions of learning. His outcomes do not reflect his apparent cognitive ability (as reflected in the CAT 4 tests).
7	Some of our PPG children, have difficulties with reading or are working below 'average', as identified by scores below 100 in NFER tests or children who did not meet the Reading ELG in Reception. Some of these children have poor acquisition of phonic skills.
8	Assessments indicate that maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils especially linked to retention of times table and reasoning skills.

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 reading attainment for disadvantaged pupils	<ul style="list-style-type: none"> Outcomes in formalised assessments demonstrate individual progress – e.g.

	<p>moving closer to or beyond a 100 score in NFER test; improved phonic scores in phonic checks, etc.</p> <ul style="list-style-type: none"> • Progress through reading bands is evidenced • Work in books demonstrates improved comprehension skills • Children reading regularly in school-checking planners to check reading at home.
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Evidence on CPOMS and in Safe and Sound meetings demonstrates an improvement in how pupils feel, interact with others, etc. • Children are less reliant on emotional interventions • Evidence from general observations and work in books demonstrates an improvement in social interactions, impact on daily work, mood, etc.
An increase in numbers of children (particularly our disadvantaged pupils) attending extra-curricular clubs and activities	<ul style="list-style-type: none"> • Numbers of children attending clubs who attract PPG funding increases.
Pupils accessing vocal and instrumental teaching increases	<ul style="list-style-type: none"> • Number of pupils who attract PPG funding attending vocal and instrumental teaching increases
Our disadvantaged pupils participate in trips and visits, including residential visits	<ul style="list-style-type: none"> • PP children participate in all trips and visits.

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: £ 33,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NFER/Welcomm /Dyslexia Screening)	<p>Using diagnostic assessments allows us to identify specific gaps in knowledge both for individual pupils and for small groups / whole cohorts. This enables teaching staff to plan their teaching to target these identified needs.</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	3, 7,8 primarily (Also, 5 and 6)
Subscription to Supersonic Phonic Friends – a systematic synthetic phonics programme (Training for all EYFS / KS1 staff)	<p>Ensuring that pupils have a secure understanding of phonics helps them to develop the skills to decode vocabulary easily and can help children to read with greater accuracy and fluency.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework</p>	3, 7
Subscription to Times Tables Rockstars, Numbots, Number sense and Number Stacks as an Intervention	<p>This is an online resource which we have found beneficial for helping children to practise their multiplication tables both in school and at home</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence -based approaches: -</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p>	8

	Teacher and TA CPD included	
CPD for Mental Health Lead (and subsequently for all staff) on how to use curriculum time to be spent on teaching regulation and identifying behaviours for resilience including KidSafe resources to enhance our PSHE provision	https://www.kidsafeuk.co.uk/wp-content/uploads/2020/10/How-KidSafe-helps-your-school-meet-statutory-requirements.pdf This document demonstrates the many benefits of using KidSafe. It is a child-friendly approach to teaching children about safeguarding issues, including positive and healthy relationships https://myhappymind.org/about	1, 2
Teaching Assistants	Our teaching assistants work flexibly to allow teachers to direct teaching to specific groups of children. This has worked effectively for us in the past and we have seen individual children make progress towards their targets as a result. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	3, 5, 7, 8

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional health and well-being interventions for individual pupils and small groups	<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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	1, 2 primarily (Also 5,6, 7, 8)
<p>ELSA training (Emotional Literacy Support Assistant) (6-day training) Additional member of staff trained</p>	<p>This programme is designed to support the emotional needs of our pupils from within our own resources. This is achieved by training teaching assistants so that they can develop and deliver individualised support programmes to meet the emotional needs of children</p> <p>Evaluation Reports – ELSA Network ELSA support Schools Mental Health Link Team Practitioner https://myhappymind.org/about</p>	1,2
Drawing and Talking	<p>Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma</p>	1,2,3
Additional phonic sessions	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 7

Forest School Sessions	Forest school sessions are planned with specific pupil needs in mind and focus on social interaction, communication skills, emotional regulation and collaborative work. The Benefits of Forest School	1,2,3,5,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with external agencies such as Attendance and other Early Help agencies to support families	Working Together to Safeguard Children (2018) outlines the importance of Early Help and the benefit that providing Early Help and agencies working together can have on children's outcomes.	All challenge areas potentially
Subsidised access to trips / visits and other wider curriculum opportunities	We have previously used funding to pay for attendance at clubs, for instrumental teaching, etc. and seen the benefit that this has had on individual children (as evidenced in previous reviews). We also know that the cost of attending a residential trip, for example, can be prohibitive and so feel that subsidising this additional cost can allow all children to attend and benefit from this kind of activity.	4
Funding for clubs such as music and sport activities to ensure that every child is	Supporting inclusivity throughout the school	4
Whole class Gospel teaching 2023-24	We have taken part in this initiative for many years now. We have witnessed individuals and classes benefit enormously in terms of developing confidence, pursuing an interest, performing at a large event, etc. In addition, there is lots of evidence that singing is beneficial to improving mental well-being. This article from Oxford University describes the many benefits of singing in a choir:	1, 4

	https://www.ox.ac.uk/research/choir-singing-improves-health-happiness-%E2%80%93-and-perfect-icebreaker	
School uniform	We will support parents in meeting the cost of school uniform.	N/A

Total budgeted cost: £ £44,320

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see separate document on our school website which details the evaluation of the 23-24 Pupil Premium strategy.

Disadvantaged Pupils Outcomes 2024:

EYFS:

57% achieved a Good Level of Development (GLD)

Y1 Phonics

67% achieved the pass mark in 2024

KS1:

100% achieved the expected standard in Reading

100% achieved the expected standard in Writing

100% achieved the expected standard in Maths

KS2:

43% achieved the expected standard in Reading, Writing and Maths combined

57% achieved the expected standard in Reading

57% achieved the expected standard in Writing

57% achieved the expected standard in Maths

71% achieved the expected standard in GAPs

Wider School:

100% pupils in Y6 participated in the overseas trip to Denmark in May.

5/6 (83%) of pupils in in Y6 attended the residential visit to Ghyll Head Residential

Attendance:

Average attendance of disadvantaged pupils: 94.4%

17% of disadvantaged pupils had attendance below 90% in 2023-2024 (1 child was significantly below)

SEMH Support:

During 2023-24, 19 disadvantaged pupils received some support from the SEMH TA's/Counsellor/ Mental Health Team.

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
Learning by Questions	Learning by Questions
Phonics	Supersonic Phonic Friends
My Happy Mind	NHS
Welcomm	GL Assessment