



## Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Pulford VA Lower School
Number of pupils in main school	223
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2
Date this statement was published	September 22
Date on which it will be reviewed	September 23
Statement authorised by	David Heather (Headteacher)
Pupil premium lead	Tessa Rees (Deputy head teacher)
Governor / Trustee lead	Beci Morley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,415
Recovery premium funding allocation this academic year	£3,045
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	£ 33,460

### 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 all vulnerable pupils, such as those who have a social worker and young carers. 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 support for the mental health and well being of all pupils as well as academic support through tutoring. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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
- 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	Phonics: End of year data, assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Early Reading: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers
3	Writing- Assessments, observations, and discussions with pupils across the key stages suggest that stamina for writing is a challenge along with punctuation.
4	Wellbeing and mental health: observations and discussions with pupils and families have identified social and emotional issues for many pupils. The Early years & KS1 teams in particular report an inability to share and work as a group. These challenges particularly affect disadvantaged pupils and those with attachment issues.
5	Poor vocabulary, increased speech and language needs.

### 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 phonic attainment among disadvantaged pupils.	Year 1 phonic outcomes in 2023/24 show that 80% of disadvantaged pupils increased their phonic scores.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2023/24 show that more than 67% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS1 & 2 writing outcomes in 2023/24 show that more than 67% of disadvantaged pupils met the expected standard.
To achieve and sustain improved	Sustained high levels of wellbeing from

wellbeing for all pupils in our school, particularly our disadvantaged pupils.	2024/25 demonstrated by: data from student voice, behaviour logs and class notes and teacher observations; a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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 as well as SALT reports and ongoing formative assessment.

### 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: £ 12,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has purchased Unlocking letters and Sounds. Small Library groups enable year groups to be taught separately and facilitate a smaller group for vulnerable learners.	Smaller groups for vulnerable children and a DFE validated systematic, synthetic phonics programme have a strong evidence base which indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1
Reading and reading comprehension.  Reading buddies and teacher/TA intervention for English including reading and writing	Peer tutoring – EEF research shows the evidence of impact is relatively high for a low cost. The benefits are apparent for both tutor and tutee.  Sutton trust toolkit evidence demonstrates that small group intervention, support with reading comprehension strategies, group writing improvement support and 1:1 support can all have a significant impact on progress.	1&2  1,2,3

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

Budgeted cost: £ 17,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher tutoring one afternoon per week with targeted children (not necessarily PP). To ensure that challenging targets are met despite gaps in education due to COVID etc	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 & 3
Improving outcomes in Communication and language in the EYFS and across the school, including EAL.	Sutton trust toolkit evidence demonstrates that EY intervention is one of the most powerful approaches to add value in progress. Speech sounds training, ELKLAN training and Lift off to Language are programmes for staff to run in school provide by the Speech and Language Team.	5

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

Budgeted cost: £ 6899

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning – Forest School	Forest School involves <a href="#">collaborative learning experiences</a> with physical, social and emotional challenge. Practical problem solving, reflection and discussion of thinking processes and reasons for choices may also be involved.	4
Club/Trip subsidy	To promote inclusion and cultural capital. To support PPG children to go to clubs including swimming – supporting healthy lifestyles.	4
TA intervention groups such as: Social skills/ emotional wellbeing groups; Anger management groups; Occupational therapy groups; working memory; speech and language targets.	Sutton trust toolkit evidence recommends Social and Emotional learning as an effective strategy.  A high proportion of PPG pupils in our school have this area identified in their top three barriers to learning. Many of the PPG children also have an additional need (40%).	4
Externally provided services - LC2 provide a bought in service at Tier 1 support, which the school buy into. Some children also	SEMH intervention early ensures pupils build resilience and engagement required for learning as they move up the school.	4

have SEND so Educational Psychology or SEND screening programmes are purchased as necessary.		
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**Total budgeted cost: £ 36,540**

**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 during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial school closure was detrimental to all pupils including disadvantaged pupils, and that cohort were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum of online resources and opening the school to as many vulnerable children and key worker children as practically possible.

<b>20-21</b> (40% of PP also on SEND support or EHC plan )	EYFS GLD	40%
	Phonics check	N/a
KS1 (22% of PP also on SEND support or EHC plan)	Reading	56%
	Writing	33%
	Maths	56%
KS2 (14% of PP also on SEND support or EHC plan)	Reading	71%
	Writing	71%
	Maths	86%
<b>21-22</b> (100% of PP also on SEND support or EHC plan )	EYFS GLD	0%
Year 1 (40% of PP also on SEND support or EHC plan)	Phonics check	60%
KS1 (16% of PP also on SEND support or EHC plan)	Reading	84%
	Writing	67%
	Maths	83%
KS2 (33% of PP also on SEND support or EHC plan)	Reading	100%
	Writing	67%
	Maths	66%

## Further information

*The qualifying benefits to receive free school meals are:*

- *Income Support*
- *Income-based Jobseeker's Allowance*
- *Income-related Employment and Support Allowance*
- *Support under Part IV of the Immigration and Asylum Act 1999*
- *the Guarantee element of State Pension Credit*
- *Child Tax Credit (provided you are not also entitled to Working Tax Credit, and your annual gross income does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs)*
- *Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)*
- *Universal Credit (during the initial roll-out of this benefit).*

*If you think you may qualify call the Central Bedfordshire Helpline: **0300 300 8306***

- [https://www.centralbedfordshire.gov.uk/info/53/benefits/4/free\\_school\\_meals](https://www.centralbedfordshire.gov.uk/info/53/benefits/4/free_school_meals)
- *Alternatively, collect a paper form from the front office. You will need: National Insurance numbers and dates of birth for you and your partner; dates of birth for your children; if you receive support from the National Asylum Support Service, your NASS number.*

*There are no specific rules on how the money should be spent and it does not have to be spent directly on those children receiving Pupil Premium. It is up to each school to decide on its own priorities.*

*However, each year those children in receipt of pupil premium funding grant are monitored using a provision map. Teaching staff, the SLT and Governors, monitor their attainment and progress. This is co-ordinated by the Deputy Head. Progress is tracked and intervention groups are planned for all pupils in each key stage according to their provision maps. The school is aware of extra vulnerabilities of certain groups of children so appropriate intervention strategies are selected according to the individual needs of the child. This is also reflected in our Safeguarding policy and Learning Support policy.*

## Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender.

The statement will be applied regardless of culture, faith or belief.