

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	High Spen Primary
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	31%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	01.12.24
Date on which it will be reviewed	31.03.25
Statement authorised by	A.Firth
Pupil premium lead	A.Firth
Governor / Trustee lead	M.Cornish-Fleet

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,940
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	£92,940

Part A: Pupil premium strategy plan

Statement of intent

At High Spen Primary we use Pupil Premium Funding to provide targeted support to specific pupils, including pupils who are entitled to FSM, children in care and those of armed service personnel. This support aims to improve access to our curriculum and to improve outcomes for identified children.

Challenges

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

Challenge number	Detail of challenge
1	Average attainment of PP pupils is lower than non PP pupils.
2	Higher proportion of PP pupils have lower prior attainment, past or present involvement with outside agencies or are on the SEND register.
3	Attendance of PP pupils sits below that of non PP pupils.
4	Higher proportion of PP pupils than non PP pupils live in care or in households supported through TAFs/CIN/CP.

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 academic outcomes	Increased % of PP pupils meeting ARE
Stimulating, broad curriculum	PP pupils enjoy full access to the curriculum
Engaged families supporting learning	Targeted contact from school builds on support for improved attendance/academic performance

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased ration of teaching support in identified pockets of school.	Mapping pupil progress, evaluation of behaviour and staff wellbeing all point to the need for additional support for identified PP pupils awaiting EHCP.	1 & 2
CPD around Theraplay and Zones of Regulation.	LA training around Theraplay and Zones of Regulation will further develop good practice and support staff to best meet need.	1, 2, 3 & 4
CPD around children's Oracy.	Evidence shared by Voice 21, demonstrates increased importance of solid oracy pathways for children from disadvantaged backgrounds.	1 & 2
Continued investment in quality books, staff training and physical resources to run intervention - Project X and library.	To be used throughout school. Project X - targeted delivery of materials linked to specific points on our Phonics Pathway. Complete the relabelling of our school library/class books to improve access and tracking of reading habits.	1 & 2

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

Budgeted cost: £60,000 (contribution towards staffing costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing throughout each key stage in school.	Speech & language in EY delivered by additional staff – 1:1 and small groups to accelerate progress of those with lower starting points. KS1 – additional staffing to provide targeted Sp & L, phonics and basic skills. 1:1 and small group input.	1 & 2

	KS2 – additional staffing to provide top up phonics, reading fluency, HRS and basic skills.	
Targeted intervention sessions delivered by CTs/Tas.	Weekly pre/post teaching to support access and improve outcomes. Impact seen of quick intervention following issues identified in daily lessons – this better equips children to 'keep up, not catch up'.	1 & 2

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

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance, expectations, aspirations and support for families.	Identified member of staff to support with family intervention/engagement. Refocussing of 'SEND TA' to provide additional capacity to make timely referrals (OT, S&L, HINT, TAF). Admin time to provide first day calling, monitoring of attendance/punctuality registers and generation of Attendance Awards.	3 & 4
Family engagement through shared learning.	Weekly Pickle Palace sessions. Accessible to all classes, allowing parents and carers to come in and cook from scratch with children.	All

Total budgeted cost: £92,940

Further breakdown of specific actions can be found in our School Improvement Plan for [2024-25](#):

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Average attainment of PP pupils is lower than non PP pupils.

Although, broadly in line with the local & national picture in reading and maths, performance of PP pupils remains lower than that of our non PP pupils.

The overall performance of PP children improved during 2023-24. Despite a significant rise in children with an EHCP within the PP cohort; performance of PP children in Reading remained broadly in line with previous year, with significant increase in Writing and Maths.

Higher proportion of PP pupils have lower prior attainment, past or present involvement with outside agencies or are on the SEND register.

Whilst this picture remains true, investment of significant additional resources (including human resource) means our children continue to be well supported. The strength of our work to support children with SEND and those whose families are supported by other agencies, is recognised in feedback from our families, our LA SIP and our last OFSTED.

Investment in EY CPD and additional staffing also continues to target the attainment gap at the earliest opportunity.

Attendance of PP pupils currently sits below that of non PP pupils.

The impact of Governors reviewing attendance monitoring arrangements on a termly basis has a positive impact on our work to improve attendance of all pupils. Attendance is now monitored every 5wks by dedicated staff, with formal feedback to families shared in every tenth week of term. The vast majority of those families targeted through attendance monitoring arrangements continue to demonstrate improved attendance as the year progresses.

VYDE shows that attendance of children with FSM has been better than 2023-24 in every term in 2024-25.

This said, the issue remains. Pupils with FSM/No FSM - 92.1% / 96.3% - Decile 7 / 3.

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
Numbots	Maths Circle Ltd
Spelling Shed	Education Shed Ltd
Essential Letters and Sounds	Oxford University Press
Head Start Reading	Headstart Primary
Letter Join	Green and Tempest