

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2022-2026 to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Palmers Cross Primary School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	33% (75)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Dollery, Executive Leader
Pupil premium lead	Dan Nicholls, Headteacher
Governor / Trustee lead	Katie Parsons

Funding overview

Detail	Amount
Pupil premium funding allocation in 2023-24	£109,125
Pupil premium funding allocation in 2024-25	£108,040
Pupil premium funding allocation in 2025-26	
Recovery premium funding allocation in 2023-24	£15,586
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2023-24	£124,711
Total budget for 2024-25	£108,040
Total budget for 2025-26	
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our school's intent for pupil premium is aligned with our vision statement. Achieving the potential of our pupils is our fundamental aim. We will be relentless in our drive to ensure that this is delivered. We will challenge the view that education alone cannot break the cycle of deprivation, low aspiration, and underachievement. We want to ensure everyone in our Trust has the personal resolve and support to succeed.

Achieving the intended outcomes:

- Improving the quality of teaching - ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.
- To ensure Teaching Assistant support is provided to each class – ensuring support for small groups and 1-1 where needed.
- Provide teacher and HLTA-led intervention across school to the highest priority groups to ensure accelerated progress is made by disadvantaged pupils.
- Provide a part time behaviour and emotional support worker(s) to ensure children's mental health is supported within school, to help them achieve.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Palmers Cross Primary is an inclusive school, and our intention is to provide an inspirational and inclusive teaching and learning environment with excellent teaching and learning. Our aims are to address the main barriers our pupils face through rigorous tracking, careful planning and targeted support and intervention, provide all our pupils the access and opportunities to achieve academic success.

Our school understands the barriers and challenges that our school community faces and how these are displayed. Common barriers to learning for disadvantaged pupils at Palmers Cross can be weak communication and language skills, lack of confidence and self-esteem, behavioural difficulties, and attendance and punctuality issues. The activity school have outlined within this statement is also intended to support their needs regardless of whether pupils are disadvantaged or not. We reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school legitimately identified as being socially disadvantaged.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To narrow the gap in attendance between disadvantaged and non-disadvantaged pupils.
- To support our pupil's health and well-being to enable them to access learning at an appropriate level.

At Palmers Cross we aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.

Our school will continually evaluate our strategy to ensure that we are responsive to challenges and individual needs.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral and speaking skills of pupils in Early Years are below age-related expectations.</p> <p>Baseline evidence has shown that a higher number of disadvantaged pupils are below ARE in communication and language when they enter school. Some pupils also require specialist speech and language interventions.</p>
2	<p>The percentage of PP pupils achieving ARE in writing is below that of non-PP pupils in KS1 and KS2. Disadvantaged pupils are mostly outperformed by their peers in reading, writing and maths by the end of KS2.</p> <p>Evidence from school data in KS1 and end of KS2 which highlights PP pupils are outperformed by their peers who are not eligible for PP in writing. This has an overall impact on the percentage of PP pupils achieving combined by the end of KS1 and KS2 compared to non-PP pupils.</p>
3	<p>Attendance and punctuality are not always seen as a high priority.</p> <p>Due to this attendance is lower than that of non-disadvantaged pupils. The percentage of persistent absence percentage is higher for PP pupils compared to non-pp pupils. This overview time has a negative impact on progress of disadvantaged pupils.</p>
4	<p>An increasing percentage of pupils need additional social, emotional and behavioural support.</p> <p>School behaviour logs, observations and meetings support this challenge. School supports an increasing number of families through Early Help, referrals to Reflections, working closely with strengthening families hub and emotional and behavioural support in school.</p>
5	<p>Pupils receive limited opportunities outside of the school environment that will improve their wider understanding and cultural capital.</p> <p>Pupil observations, surveys and responses to trips suggest that PP pupils have limited experiences to improve their cultural capital outside of their school learning environment.</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
<p>Improve the language skills and vocabulary of disadvantaged pupils.</p>	<p>Increase the percentage of disadvantaged pupils achieving GLD in CLL by the end of reception. Percentage of disadvantaged pupils pass their phonics screening and will be in line with NA. Wild Tribe sessions are well established in Early Years to provide further opportunities for CLL.</p>
<p>Improved writing attainment for disadvantaged pupils by the end of KS1 and KS2.</p>	<p>Percentage increase of disadvantaged pupils achieving ARE in writing. PP and non-PP gap decreases. Increased Percentages of PP pupils making accelerated progress in writing. Increased percentage of PP pupils achieving combined by end of KS2.</p>
<p>Continue to improve reading attainment for disadvantaged pupils by the end of KS1 and KS2.</p>	<p>Increased percentage of disadvantaged pupils achieving ARE in reading. PP and non-PP gap decreases. Well established Floppy's Phonics programme improving early reading. PP pupils pass phonics screening in line with non-PP and national average. PP pupils improve their reading ages in line or if not better than non-pp pupils through standardised reading tests. Increased percentage of PP pupils achieving combined by end of KS2.</p>
<p>Continue to improve progress for disadvantaged pupils in maths.</p>	<p>Increased percentage of PP pupils achieving ARE in maths. PP and non-PP gap decreases. Increased percentage of PP pupils achieving well in multiplication tables test at the end of year 4. Embedding mastery approach evident in lessons. Increased percentage of PP pupils achieving combined by end of KS2.</p>

<p>Improve attendance and decrease persistent absence for disadvantaged pupils.</p>	<p>Gap between PP and non-pp reduces. Percentage of persistent absence of PP pupils reduces. Overall school attendance increases. Overall school attendance is above national average.</p>
<p>Provision for pupils to access support for social, emotional and behavioural needs increases.</p>	<p>PP pupils speaking confidently and positively about their mental health and well-being. Pupil voice and parent / carers questionnaires show pupils feeling safe in their school environment. Parents are effectively supported through Early Help plans. Decrease number of behavioural incidents involving PP pupils.</p>
<p>Pupils (especially disadvantaged pupils) have wider opportunities to broaden their cultural capital through curriculum experiences.</p>	<p>Extra-curricular clubs are well attended by PP pupils. Parental engagement increases to events, meetings, and workshops throughout the year. Curriculum planning shows a clear plan for pupil engagement. Educational visits or in school experiences are carefully planned in all year groups.</p>

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leaders and teachers participating in Maths Mastery programme (in conjunction with Maths Hub) and EYFS maths training</p> <ul style="list-style-type: none"> • Leaders and teachers released • Manipulatives resources purchased 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Identifies key recommendations that include developing practitioners' understanding, integrating mathematics through the day and using manipulatives and representations <u>and seizing opportunities to reinforce mathematical vocabulary.</u></p> <p>NCETM (National Centre for Excellence in the Teaching of Mathematics): https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/</p> <p>EEF identified that the impact of a maths mastery approach was +2 months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-primary&utm_medium=search&utm_campaign=site_search&search_term=mastery</p>	1
<p>ECT programme & mentor release time</p> <p>All ECT's to receive bespoke support from EHLT programme to ensure high quality delivery of curriculum across school.</p>	<p>EEF recommend high quality CPD, notably during the ECF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,5

<p>Pupil Premium leader - half termly monitoring of PP pupils.</p>	<p>EEF Pupil premium guidance outline the importance of 'monitoring and evaluating the PP strategy' to ensure it is effective. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p>	<p>1,2,3,4,5</p>
<p>Core subject leader release time. Plan, monitor and lead curriculum subjects.</p>	<p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See 'Schools guide to implementation' https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1671185816</p>	<p>1,2,5</p>
<p>Subject Leaders to be released to plan and monitor their curriculum subjects, ensuring children identified as Pupil Premium form a reflective percentage of children taking part in discussions. Monitoring to inform planning next steps by Leaders.</p>	<p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433</p>	<p>1,2,4</p>
<p>Purchase high-quality Wider Curriculum subscriptions (Dimensions, 1Decision, Purple Mash, Ten Town, TT Rockstars and Twinkl to support teachers with progressive, subject-specific resources, linked to homework opportunities provided.</p>	<p>High quality resources aim to give teachers more time to dedicate to planning the craft of their lessons and how best to deliver lessons to suit the needs of their pupils.</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning (+5months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,2,4</p>

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS staff will work with in school SALT specialist to screen children.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk) (+6months)	1
EYFS timetable and routine will be amended to include further opportunities for oral language.		1
Pupils identified for additional phonic support from baseline data. Identified pupils assessed to identify targets and next steps. Sessions and assessments to be recorded for evidence. Half termly progress meetings to discuss pupils' progress and identify next steps.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) (+5 months)	1
Employment of a HLTA - Support to implement Speech & Language interventions.	EEF + 6 months Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Teaching Assistants (proportion funded by pupil premium funding) Teaching assistants deliver targeted interventions, small group & individual support for reading, writing and maths (including phonics & spelling).	EEF + 5 months for TAs delivering small group interventions & support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
1:1 emotional support intervention with selected pupils displaying emotional needs.	More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotional%20support	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Toast provided daily to all pupils. (Available to all pupils across school)	EEF + 2 months providing free breakfast before reading, writing & maths. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,2,3
Educational Welfare Officer & School Attendance Lead Funding for release time for attendance lead and EWO time once a week.	DFE's 'Working together to improve attendance' document offers guidance for attendance that is implemented by the attendance lead alongside the EWO. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf	4
Subsidise trips for PP pupils Support with funding cost of educational visits.	'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits. https://www.lotc.org.uk/wp-content/uploads/2023/02/Summary-of-Evidence-LOTC-in-Natural-Environments-Nov-2022.pdf	3,5
EYFS and KS1 parent workshop for phonics.	Phonics approaches have strong evidence base that indicates positive impact on the accuracy of word reading particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk) (+5months)	4
Work with Local Authority to join Reflections programme.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Senior leaders, PSHEE leader and school nurses to meet to refine and	As above	3

evolve curriculum.		
Extra-curricular opportunities planned across the year to provide access to all visits and experiences.	As above	1,2,3
Home visits and information gathering on new pupils through updated welcome packs, parent meetings, stay and play, open mornings and SEND early support meetings.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Regular parent meetings to discuss progress, well-being, and behaviour.	As above	4

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.

During the academic year 2023-24, Palmers Cross has made good progress towards its objectives set out in the three-year PP strategy plan.

The 5 key challenges identified were and remain:

- Oral and speaking skills of pupils in Early Years are below age-related expectations.
- Narrowing the attainment gap across reading, writing and maths.
- Attendance and punctuality are not always seen as a high priority.
- An increasing percentage of pupils need additional social, emotional and behavioural support.
- Pupils receive limited opportunities outside of the school environment that will improve their wider understanding and cultural capital.

Oral and speaking skills of pupils in Early Years are below age-related expectations.

Over 2023-24, the early years team implemented key strategies to increase the progress on oral and speaking skills from baseline results. Strategies included: interventions, in class support, HLTA / TA 1:1 support with rehearsing skills.

2023-2024 data highlighted that in listening and understanding – 83% of PP pupils achieved 4-5 Secure in reading compared to 91% non-PP pupils.

Speaking - 67% of PP pupils achieved 4-5 Secure in reading compared to 83% non-PP pupils. Specific interventions to increasingly close the gap will continue in 2024-2025 detailed in our Raising Attainment Plan.

Narrowing the attainment gap across reading, writing and maths.

Classes across school have identified a range of strategies in order to increase the progress of PP pupils, with the aim of ensuring pupils meet their age-related expectations. Strategies included small interventions groups led by teachers, in class support from teachers, HLTA and TAs, 1:1 support.

By July 2024, our internal assessments indicated that the performance of disadvantaged pupils is increasing. However, in some classes the attainment of some disadvantaged pupils remained lower than non-disadvantaged pupils. As a three-year strategy, school believes that we remain on track to achieve our overall aims by 2026. Good levels of progress were positive due to interventions put in place throughout the year. These are included within the 'Raising Attainment Plan'.

Data Results

	Non-disadvantaged KS2 SATs	Disadvantaged KS2 SATs	National (All pupils)
Reading	88%	81%	74%
Writing	75%	69%	72%
Maths	81%	69%	73%
Combined	71%	56%	62%

Attendance and punctuality are not always seen as a high priority.

Attendance during the academic year 2023 -2024 for disadvantaged pupils was 94.6% (average). Attendance was in line with National Average. There were still some issues with attendance and punctuality for disadvantaged pupils. There is a difference of around -5% when comparing attendance of non-disadvantaged pupils to disadvantaged pupils in some classes. However, through precise tracking of these pupils there has been an increase in disadvantaged overall attendance. School also employs the service of a EWO which enabled us to undertake, home visits and conducts attendance meetings. Attendance and punctuality continue to be a key focus for 2024-2025, following the guidance from DfE Working Together to Improve School Attendance.

Through 2023-2024 school have provided toast for every child as they enter school in the mornings. This will continue.

Attendance overview

	Autumn 23	Spring 24	Summer 24
PP	97.3%	93.3%	94.3%
Non-PP	96.9%	96.3%	95.8%

Social, emotional, and behavioural support.

In recent pupil surveys our disadvantaged pupils have spoken positively about the impact of assemblies, PSHE lessons and workshops in supporting their mental health and well-being. In recent surveys summer 2024, over 95% of parents stated that they **strongly agree / agree** with these statements; my child is happy at this school; my child feels safe at this school; the school makes sure its pupils are well behaved; the school supports my child's wider personal development. School has worked with 6 families during the academic year 2023-24 to provide tailored support through an Early Help plan.

The numbers of whole school behavioural incidents have decreased across the year, the number of disadvantaged pupils involved within these incidents has also decreased. There remains interventions and specific work support to be completed for some disadvantaged pupils through small group or 1:1 support from our Trust Emotional and behaviour support leader.

Wider opportunities

Pupils have limited experiences beyond the school environment in 2023-24, year 2, 4 and 6 pupils attended residential. Every disadvantaged pupil in the year groups attended the residential, which was subsidised by school. All classes across school have experienced a range of educational visits throughout the year and disadvantaged pupils were provided with opportunity to attend all, if finances were a barrier to their attendance. In 2023-24, all pupils across school were offered a range of extra-curricular clubs free of charge including: netball, multi-sports, athletics, cricket, Wild tribe, arts and crafts, stay and play, cross-stitch, football, rounders and science club.

Externally provided programmes

Programme	Provider
X Table Rockstars	TT Rockstars
Purple Mash	2Simple
1decision (PSHEe)	1decision Ltd
Charanga	Charanga Ltd
Dimensions	Learning Means the World
Floppy's Phonics	Oxford University Press
Ten Town	Ten Town Ltd
Online resources and spellings lessons	Oak Academy
Handwriting scheme	Nelson
Online resource bank – all subjects	Twinkl
Professional development support	NCETM
Reading intervention	Project X
Foreign language resources	Language Angels

