

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Preston Candover CE Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs Simrit Otway
Pupil premium lead	Mrs Dominique Meier
Governor / Trustee lead	Mrs Penny Parkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880
Recovery premium funding allocation this academic year	£500
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	£9,380

Part A: Pupil premium strategy plan

Statement of intent

At Preston Candover C E Primary School, we adhere to the seven 'building blocks' which form our strategy to improve outcomes for our disadvantaged pupils:

- **Whole-school ethos of attainment for all**
There is an expectation that all pupils should achieve high levels of attainment. There is an ethos that all disadvantaged pupils can overcome their personal barriers to succeed.
- **Addressing behaviour and attendance**
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support. Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- **High quality teaching for all**
The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- **Meeting individual learning needs**
Personalised profiles are to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- **Deploying staff effectively**
Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- **Data-driven and responding to evidence**
The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed through our class Provision Maps within each assessment phase.
- **Clear, responsive leadership**
The inclusion leader reviews the effectiveness of strategies with the headteacher and governors at the end of each assessment phase. English and mathematic leaders are directly involved in monitoring activities designed to secure good progress.

Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being and readiness for learning. Development and understanding of independence, resilience and leadership skills within their learning and beyond. Developing social skills to build and maintain strong relationships.
2	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, spelling, handwriting than their peers. This negatively impacts their development as readers and writers.
4	Attendance for all pupil premium children to be maintained at 96% or above academic year 2024- 2025, which will impact on their learning.
5	Access to extra- curricular, and enriched education activities and experiences including trips, music lessons, sport activities, visitors, after school clubs and residential experiences.

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
Pupil Premium pupils to develop strong attitudes towards life-long learning and build robust learning habits through our school values and learning ethos.	Pupils are fully engaged in school life and have taken part in a wide range of enrichment activities at the correct level of challenge. They are growing in confidence, which is reflected in lessons and in events where they have represented the school. Maintaining % of PP pupils reaching ARE over time, and closing the gap between non-disadvantaged pupils nationally, and in school. Pupils understand how they learn and can demonstrate resilience, the ability to raise their expectations of themselves and take risks with their learning.
To provide emotional, pastoral, and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate.	Improved attendance and stability. Enhance ability to form friendships and positive relationships with others; leading to improved behaviour and outcomes. Increased attendance at school, enrichment events/ clubs outside school. Ensure formation of positive and productive relationships with peers and adults. Pupils make good progress.
Higher rates of rapid progress across the school for all PP pupils.	All PP outcomes in reading age and reading comprehension age to continue to improve and be in line with pupils without PP. Most PP pupils' outcomes in reading age and reading comprehension age to exceed ARE. A love of reading for pleasure is fostered. SLS recommendations are promoted for specific children and groups. Teachers and LSAs will be confident in accurately identifying particular barriers to learning. All interventions, where used, will show a high impact in closing the gap, exceeding progress and positive ratio gains.
Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2024-2025	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 90% to 97% in line with 'other' pupils by the end of 2024-2025
All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience.	All PP pupils have access to an enriched curriculum by attending / taking part in any activity, visit or residential experience. 50 % of funding is used to support payments.

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:

Supply cover costs- pupil progress meetings (3 days)- £621

Leader in Me- CPD- £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leader in Me – Coaching and programme for teachers CPD online. A whole school improvement model designed to create change across a wide variety of areas.	<ul style="list-style-type: none"> Research outcomes related to LIM identify high impact in school leadership/culture and academics building resilience in all pupils. Monitoring and evaluation of outcomes and provision termly and reported to Governors. 	1
Teachers released for pupil progress review sessions 3 x a year	<ul style="list-style-type: none"> Teachers involved in discussions with senior leaders related to pupil attainment and progress and review of provision and interventions. Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is good and monitored termly. 	1
PP is a focus within termly governor meetings.	<ul style="list-style-type: none"> Governors to support and hold school accountable for progress with PP children. PP attainment and progress will be monitored throughout the year and teachers held accountable for this. Staff governors to report back to meeting. 	1
High quality teaching through investment in staff CPD focus on improving teaching and learning across the school.	<ul style="list-style-type: none"> Quality First Teaching will improve an increased pedagogical knowledge. Sequences of lessons will be planned more effectively, through a 3- step coaching process. Maximising pupil progress for all pupils including PP children. This will be reflected in teacher observations, planning, children's attainment, and progress. 	3

	<ul style="list-style-type: none"> Using evidence and research for effective teaching and learning e.g. The Key, Sutton Trust EEF Toolkit. Teachers increased accountability. Teachers will be reflecting on their own practise and progress. Teachers to share outcomes from PP children within this. As part of the planning process PP children with be planned for to ensure there is maximum progress. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Library support and Library service SLA proportion cost- £88.03

Additional hours of LSA time per week- £7,335.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance literacy skills through bespoke access to expert advice on literacy texts and themes as well as topics affecting PP pupils' diverse needs and interests. Individualised reading advice. To sustain breadth and quality in the school's library books and for guided and group reading.</p> <ul style="list-style-type: none"> 1:1 reading Reading comprehension support Library service SLA LSA librarian hours. Support to complete Story Wings 	<ul style="list-style-type: none"> Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers which can impact on their comprehension and mathematical problem-solving skills. 	3
<p>Additional intervention support for pupils eligible for PP, especially the higher attaining pupils and pupils with SEND eligible for PP.</p> <ul style="list-style-type: none"> Additional phonics 'keep up' intervention Additional Maths intervention Handwriting intervention GPS and writing composition 	<ul style="list-style-type: none"> The majority of PP children are working below expected level and require specific interventions to address their personal targets within areas of their learning. LSAs receiving intervention training to maximise the effectiveness of the intervention. 	3

<p>Intervention</p> <ul style="list-style-type: none"> • Reading comprehension Intervention • Speech and Language Intervention 	<ul style="list-style-type: none"> • The impact of these interventions and the provision map is monitored termly by CTs and the Leadership team. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

HMS : £235.71

Inclusion/ Diversity books: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tightly monitored attendance by HT and Admin team with follow up support work by Inclusion Leader.	<ul style="list-style-type: none"> • Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2024-2025 • Impact of missing school on learning. • Attendance is closely monitored and if concerns, follow up support for family is swift and robust. 	4
Subsidised school visits, school visitors, Residential, transport, workshops and enriched curriculum activities.	<ul style="list-style-type: none"> • To enhance learning, independence, and social skills in a challenging but safe environment. Building esteem, confidence, and resilience. Exposed to wider opportunities. 	5
HMS Music teacher KS2 Pupils attended weekly music sessions in school with a specialist music teacher.	<ul style="list-style-type: none"> • Enrichment to enhance the breadth of experience and opportunity in learning. Building esteem, confidence, and resilience. • Giving children the opportunity to learn an instrument and develop their passion for Music. 	5
After school Club for all KS1 and KS2 children	<ul style="list-style-type: none"> • Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. • To develop resilience and independence in our learners. 	5
1:1 emotional and pastoral support to pupils	<ul style="list-style-type: none"> • To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To 	2

from a variety of staff members.	<p>provide additional support for the wider family where appropriate and to boost the self-esteem and resilience of learners who fear taking risks.</p> <ul style="list-style-type: none"> • Pupils benefit from access to resources and books around different families e.g. adopted/ fostered families 	
Children given additional leadership roles and responsibilities to support independence, confidence and sense of belonging- Leader in Me	<ul style="list-style-type: none"> • Giving PP children a sense of belonging and contributing towards a school community. • Class teachers to give specific roles to PP children that support their development as required. • Discussion with Inclusion Lead and Head teacher. 	2
Regular parental contact with Inclusion leader	<ul style="list-style-type: none"> • To provide emotional, pastoral and academic support for PP pupils through supporting parents and families in discussion with Inclusion leader. • To provide additional support for the wider family where appropriate and to boost the self-esteem and resilience of learners who fear taking risks. 	2
Extra transition support from Inclusion leader	<ul style="list-style-type: none"> • Supporting children and families within transition between classes in school and transition between schools. 	1
Books which celebrate inclusion	<ul style="list-style-type: none"> • To boost the self-esteem and confidence of all learners. • To support PP children with a sense of belonging and celebrating their differences. • Pupils benefit from access to resources and books around different families e.g. adopted/ fostered families 	1

Total budgeted cost: £9,380

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 2024 to 2025 academic year.

See separate document detailing impact of PP strategy 2024- 2025 and outcomes.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.