

Pupil premium strategy statement – Pott Shrigley Church School 2023-2024

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 and 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anne-Marie Willis
Pupil premium lead	Anne-Marie Willis
Governor / Trustee lead	Sam Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,260.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£11,260.00
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10,291 committed

Part A: Pupil premium strategy plan

Statement of intent

Our key areas of intent are as follows

Enhance the educational outcomes and well-being of pupils eligible for pupil premium funding by implementing targeted interventions and fostering an inclusive learning environment.

Key focus areas:

- Identification and tracking – to develop robust systems to identify eligible pupils and monitor their progress termly.
- Regular review and update our pupil premium registers to ensure our children are receiving the support and funding they need to thrive.
- Personalised learning to ensure individual needs are met through tailored and adaptive teaching approaches.
- Provide additional 1:1 support through targeted interventions in small groups and 1:1 sessions.
- Offer training for teachers and support staff on effective strategies for teaching pupils with diverse needs.
- Foster a culture of continuous improvement through regular feedback and reflection.
- Offer clear communication channels with parents and guardians to discuss barriers to learning and next steps.
- Offer a range of enrichment programs to our children and remove the barriers to enhance experiences.
- Regularly analyse data, pupil outcomes, pupil voice, parental voice and teacher voice to measure the impact of this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in the strategy objectives and openness for additional support
2	Opportunity to participate in extracurricular activities and residential.
3	Low percentage of PP numbers to enable school to invest in expensive technology and resources to support our children
4	Limited resources and provision to meet the diverse needs of our children
5	Restrictive teaching assistant support for targeted 1:1 and small group work intervention.
6	Restrictive enrichment programmes and opportunities for our children.

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
All children eligible for PP identified and supported	Fostering supportive and open relationships with families to ensure they are supported and needs met.
All children to attend the school residential and after school enrichment clubs	100% of Y2-Y3 have the opportunity to attend residential activities. 100% of all children to attend at least 1 club after school each half term
Full parental engagement	Children supported at home to engage in homework, reading and school projects
Targeted intervention strategies for children with diverse needs and gaps in learning	All children achieving their potential in all curriculum areas
CPD for all staff to ensure we develop adaptive and innovative teaching to meet the needs of all our children	Children reach end of year expectations in all curriculum areas.

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:

Read to write training - £800, Travel to Maths Mastery - £100,

Travel to English hub - £100,

Activity	Evidence that supports this approach	Challenge number(s) addressed
English hub programme Developing reading for pleasure for all children	English hub and research around the impact of a love of reading	3,4,6
Maths Mastery Programme Investing in mastery to ensure our children are challenged in maths	Maths hub and the evidence that children can reach mastery with the correct support, resources and teaching	3,4,6
Read to write Training Ensuring all staff are trained in high quality English teaching using our new scheme	Ensuring high aspirations are set for all our children and the evidence that progressive, immersive and engaging lesson ensure children reach their potential.	3,4,6

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

Budgeted cost:

Targeted TA support - £7,337

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled and effective TA to support needs of children. Identify gaps and ensure individual needs are met	Addressing misconceptions and gaps in learning early enables the child to reach their potential.	4,5

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

Budgeted cost:

Residential £ 1,240, School trips - £150, Swimming - £64, Attendance package - £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunity to participate in extracurricular activities and residential	Children are given equal opportunities to their peers. Barriers are removed and children are enabled to thrive in all areas	2
Individual and targeted meetings with parents and headteacher to ensure relationships are fostered and developed	Relationships based on trust to ensure all needs are met	1
Targeted attendance monitoring and meetings with parents	Monitoring and measuring trends enables us to find solutions to remove barriers to attendance	1

Total budgeted cost: £10,291

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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.