Pupil premium strategy statement – Forest of Galtres Anglican Methodist Primary School

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	94
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Louise Beasley
Pupil premium lead	Hannah Holmes
Governor / Trustee lead	To be confirmed at the first LGC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£7400

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.
In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	*Academic Outcomes for disadvantaged pupils in core subjects in Key Stage One is lower than that of their non-disadvantaged peers. We are working to improve attainment for all cohorts, with a particular focus on KS1.*
2	**Attendance** for disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to **enrichment activities**. Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital.
4	High levels of **social, emotional and mental health** difficulties.
5	**Lower literacy levels** for many disadvantaged students compared to their non-disadvantaged peers. By the end of KS1, 67% (2 out of 3) disadvantaged pupils had met the phonics screen standard compared to 100% of non-disadvantaged pupils. By the end of KS1, 67% (2 out of 3) disadvantaged pupils had met the standard in reading, compared to 78% of their non-disadvantaged peers. By the end of KS1, 67% (2 out of 3) disadvantaged pupils had met the standard in maths, compared to 89% of their non-disadvantaged peers. By the end of KS1, 33% (1 out of 3) disadvantaged pupils had met the standard in writing, compared to 89% of their non-disadvantaged peers.

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 attainment for disadvantaged students across the curriculum.	We intend to see an improvement year on year in both literacy and numeracy and a reduction in the gap between age related

	expectations for disadvantaged students compared to their non-disadvantaged peers.
Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers	Improved attendance year on year and reaching national average by Friday 18th July 2024.
Disadvantaged students have improved participation in extracurricular events and trips	All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software and consistently with learning passports for SEND students. Improved dialogue between school and parents. Positive data from student voice, student and parent surveys and teacher observations.
Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school	Disadvantaged students have similar reading ages to non-disadvantaged students. KS2 reading outcomes in 2024/2025 show that 100% of disadvantaged students met the expected standard. Students tested regularly and results are actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First Teaching. Development of shared approaches and routines using 'Walkthrus'.	*Supporting the attainment of disadvantaged pupils (DFE, 2015)* suggests high quality teaching as a key aspect of successful schools. EEF toolkit: collaborative learning + 5 months	1

	Feedback: + 6 months Metacognition and self regulation: + 7 months	
Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions. ● Support for curriculum leaders ● Cross Trust analysis of performance and sharing of good practice	EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months	1, 3
Train all middle leaders to enable them to empower their teams to support disadvantaged students. ● All middle leaders and senior links can clearly identify disadvantaged students and the support they require	Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months	1, 2, 4, 5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum. Literacy tree	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk)	1, 5
Underperforming students identified and regular meetings with students and parents. Progress and attitude closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5

All students able to access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: *£1400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong focus on attendance strategies and high level of support from school staff. Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Parental engagement	EEF toolkit: Parental engagement: + 4 months	1, 2, 3, 4, 5

Total budgeted cost: £7400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the 2023/2024 academic year identifies strong attainment for disadvantaged pupils in the Year 1 Phonics screen. Low pupil premium numbers in cohorts impact on percentage figures, however data shows that 2/3 disadvantaged pupils in KS1 met the standard in phonics, reading and maths.

The year 6 cohort had no pupil premium pupils.

Assessment	Disadvantaged %	Non-disadvantaged %
Y1 PSC	100%	91%
Y2 PSC	67% (2/3)	100%
KS1 R	67% (2/3)	78%
KS1 W	33% (1/3)	89%
KS1 M	67% (2/3)	89%

Assessment	Disadvantaged %	Non-disadvantaged %
KS2 R	N/A	95%
KS2 W	N/A	79%
KS2 M	N/A	74%
KS2 SPaG	N/A	74%

Attendance data from 2023/2024 identifies that the attendance of our disadvantaged pupils is above the national average and the gap between school disadvantaged and non-disadvantaged is closing.

Our reading strategy continues to have a significant impact on all our pupils, in particular those with increased focus and support.

Two disadvantaged pupils were identified as persistent absentees. Improving attendance of our pupils, including disadvantaged, continues to be a main focus for the school.

Attendance 2023/2024		
	School	National
Disadvantaged	94%	91.8%
Non-disadvantaged	95.6%	95.2%

Our assessments demonstrated that the number of student wellbeing and mental health concerns rose last year. This was particularly true for our disadvantaged students, especially those in Year 4 who have been heavily affected by Covid. Our safeguarding team and teachers made regular welfare checks and support plans were created and implemented.

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

Read, Write, Inc Phonics	Ruth Miskin
Reading Plus	DreamBox Reading
CPOMS	CPOMS Systems Limited
White Rose Maths	White Rose Education
Times table RockStars	Maths Circle
Ark Science Curriculum	Oxford
RE Today	RE Today Services
Understanding Christianity	Church of England
KAPOW	KAPOW Primary
Jigsaw	Jigsaw PSHE Limited
Language Angels	Language Angels Limited

Further information (optional)

Our strategy has had a significant impact on pupils' involvement in wider school life with high levels of pupil engagement in **extracurricular activities.**

Reception
- 78% of pupils have taken part in an extracurricular club, with a strategy in place with parents for the 2 pupils who have not.

Key stage 1
- 92% of pupils have taken part in an extracurricular club, with a strategy in place with parents for the 1 pupil who has not.
- 100% of pupil premium children have taken part in an extracurricular club..
- 100% of pupils with SEND have taken part in an extracurricular club.

Key stage 2
- 98% of all pupils have taken part in an extracurricular club, with a strategy in place with the parents of the one pupil who has not.
- 100% of pupil premium children have taken part in an extracurricular club.
- 89% (9/10 pupils)of pupils with SEND have taken part in an extracurricular club, with a strategy in place with the parent of the 1 pupil who has not.
- 100% of pupils with SEND and are pupil premium have taken part in an extracurricular club.

Whole School
- 96% of all pupils have taken part in an extracurricular club, with a strategy in place with the parents of the 4 pupils who have not.
- 100% of pupil premium pupils have taken part in an extracurricular club.
- 90% of pupils with SEND have taken part in an extracurricular club, with a strategy in place with the parent of the pupil who has not.

Our strategy has had a significant impact on pupils' involvement in wider school life with high levels of pupil engagement in **representing the school.**

- 98% of all KS2 pupils have competed for school in a competition, with a strategy in place for the 1 pupil who has not.
- 100% of KS2 pupil premium children have competed for school in a competition.
- 100% of KS2 pupils with SEND have competed for school in a competition.
- 100% of pupils with SEND and PP in KS2 have competed for school in a competition.
- 100% of pupils in KS1 have competed for school in a competition.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. Underperformance of our disadvantaged students has been given the highest profile this year (and will be in the future until we remove the performance gap between them and their peers in school).