# Pupil premium strategy statement – Zetland Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 191 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers  | 2024 - 2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Paul Richardson |
| Pupil premium lead | Paul Richardson |
| Governor / Trustee lead | Sheila Leng |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £100,640 |
| Pupil premium funding carried forward from previous years  | £0 |
| **Total budget for this academic year** | £100,640 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| It is our intention at Zetland for pupil premium children to achieve attainment levels in line with their peers, narrowing the gap from their starting points, which are often significantly lower. This begins with a strong focus to ensure the foundations of reading are strong within the early years, developing in to an embedded love of reading throughout school. We support our youngest children with their acquisition of language and their early communication skills to ensure their continued success throughout school. As many of our disadvantaged children are required to make more than the expected progress, targeted interventions will be used for support. Interventions will be carefully tracked and monitored to ensure that they enable the maximum progress. Equally, where some of our most disadvantaged pupils are identified as requiring further challenge, opportunities are planned for depth and mastery of these concepts. Extra TA support will be available to ensure 'in the moment' targeted support as well as additional time to pre-teach or consolidate concepts when needed. We also ensure children are supported emotionally and socially to enable them to feel safe and happy at school, allowing them to achieve their full potential. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | *Attendance for PPG children.* |
| 2 | *Pupil’s starting points entering EYFS are significantly below where they should be.* |
| 3 | *Emotional health and wellbeing of disadvantaged pupils.* |
| 4 | *Our most disadvantaged children have limited life experiences outside of school and a low level of cultural capital. This low level of life experience, often limits their understanding of the world around them.* |
| 5 | *Poor resilience in mathematics leads to being unable to attempt reasoning questions successfully.* |

## 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.

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| Intended outcome | Success criteria |
| *Improvement in attendance to match non-disadvantaged* | Attendance levels to 95% or above |
| *Pupil’s starting points entering EYFS are significantly below where they should be* | GLD results demonstrate accelerated progress in line with National. |
| *Most disadvantaged children to achieve the expected level or beyond in reading, writing and maths in line with national expectations and their peers.* | Attainment for reading, writing and maths will be in line with national expectations and their peers for most children. Some will also reach their greater depth potential. |
| *Resilient and confident learners who persevere when faced with a challenge.* | Greater number of children achieving greater depth and mastery level across the curriculum. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 33,398.40

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Maths Hub Support (CPD)* | Ongoing access to Hub support, Maths Mastery Approach CPD, and targeted interventions.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 2,5 |
| *CPD with all staff in the use of high-level question strands for each strand of reading based on EEF guidance.*  | Staff will have access to CPD to deliver Reading Explorers from Y2 onwards. This will compliment the SSP of Little Wandle. Staff will observe good practice in the use of Reading Explorers from other schools in the trust. All children access Reading Rocketeers and Reading Explorers in addition to phonics teaching.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 2 |
| *PPG children have access to additional 1:1 and focus group sessions with the teacher than non-PPG children.* | PPG children will be highlighted for additional support from teacher through feedback and small-group sessions. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> | 2,5 |
| *Continual embedding of a feedback policy which is in line with current educational research.*  | <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches> | 2,5 |

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

Budgeted cost: £ *42,461.60*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *To improve frequency in which pupils eligible for PP have positive literacy experiences though providing TA led reading intervention sessions in KS1 and on a weekly basis to those PP eligible pupils that warrant such support.*  | To improve frequency in which pupils eligible for PP have positive literacy experiences though providing TA led reading intervention sessions in KS1 and on a weekly basis to those PP eligible pupils that warrant such support. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 2 |
| *Booster sessions*  | Staff led booster sessions to support pupils to close academic gaps and target disadvantaged pupils. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction> | 5 |
| *Targeted interventions through The Cove and resources to meet the specific needs of**disadvantaged pupils with SEND* | Structured conversations take place with parents to discuss specific needs of children and targets to achieve. Support will be offered through direct interventions in The Cove and also through classroom work. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning> | 2,3 |
| *Purchase SATs Companion for Year 6 pupils to support catch up, homework and additional interventions both in school and at home.* | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 5 |

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

Budgeted cost: £ *24,780*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Persistence Absence Tracking* | Through the Pupil Premium Champion, our most disadvantaged pupils who are at risk of dropping below 90% will be identified early so that support can be offered before the problem escalates. Support will be offered through attendance lead and the attendance officer for the trust.  | 1 |
| *Increased access to extra-curricular activities, including sport, outdoor activities, arts and culture and cooking.* | PPG children will each receive a half-terms free place in an after-school club of their choice. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation><https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time> | 1,3,4 |
| *Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.* | Targeted interventions and a consistency of approach will enable children to feel confident in coming to school as well as knowing routines and the correct behaviours to follow. Dr Simon Witham to visit school (1.5 days) and suggest ideas to further embed positive changes. [Behaviour interventions | Teaching and Learning Toolkit | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 3 |

**Total budgeted cost: £** *100,640*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. |

## Outcome 1: The attainment gap between PPG pupils and non-PPG peers within school, and nationally, is narrowed.

The data shows that PPG children performed in-line with their Non-PPG peers in school. Although PPG children fell below the Non-PPG standard nationally, they outperformed national PPG standards.

**Outcome 2: The attainment gap in reading between PPG pupils and non-PPG peers nationally is reflective of the national average, or less.**

The attainment gap between PPG and Non-PPG (national) was -12%, better than national PPG children which was -17%

Phonics Screening Check Data:



**Outcome 3: Attendance of PPG children will be in line with, or better than, national average.**

PPG children (in school) achieved an average attendance of 93.9, an improvement on the previous year by 1.3%. This is compared to the national average of 92.6% for the academic year 2022-2023.

**Outcome 4: PPG pupils will be supported to develop their emotional health, physical health and overall well-being.**

PPG children had access to a variety of support from within school and through external agencies.

**Outcome 5: PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.**

The proportion of children attending extra-curricular events was at least equivalent to their Non-PPG peers.

## Externally provided programmes

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

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| Programme | Provider |
| Reading Plus | Reading Solutions UK |
| Grammarsaurus | Grammarsaurus |
| Little Wandle | Letters and Sounds revised /Big Cat publishers |
| Fluency Bee | White Rose Maths |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.* |