

Felton C of E Primary School Pupil Premium Strategy Statement 2024 to 2027

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	Felton C of E Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	0% FSM PP 1 % PP+ 0% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Lucas (Head Teacher)
Pupil premium lead	Emma Lucas
Governor / Trustee lead	Sue Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2570
Recovery premium funding allocation this academic year	0 (FSM) £2570 (PP+) 0 (Service)
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	£2570

Part A: Pupil premium strategy plan

Statement of intent

Our intention for all pupils, including those who are disadvantaged, is that we are ambitious and aspirational in our curriculum, and that this is not reduced in any way for any of our pupils. The implementation of our curriculum is successfully designed, adapted and developed to meet the needs of all children, including the most disadvantaged, to develop knowledge, skills and understanding with increasing fluency and independence. Our teachers will create environments that are pupil-centered, and will provide everyday support and adaptations that can be made as normal teaching practise and through our ordinarily available provision, which ensure that all pupils achieve the best outcomes.

High-quality, ordinarily available provision is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil premium strategy works towards achieving this by supporting the need for adaptations in the classroom, providing opportunities that children may not otherwise experience and supporting those with SEMH or ACEs in their backgrounds to achieve highly in a supportive environment.

Challenges

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

Challenge number	Detail of challenge
1	SEMH needs around learning or as a result of a combination of external factors such as lack of secure relationships with peers or within families. Children living with trauma or mental health problems, or those with Adverse Childhood Experiences (ACEs) whose troubled behaviour acts as a barrier to learning and can affect emotional wellbeing
2	Observations, multi agency work and parental meetings indicate some of our disadvantaged children have experienced early childhood trauma or significant mental health issues. This can lead to poor attendance and social, emotional mental health challenges and barriers to learning
3	Our assessments and observations indicate that the education and well-being of many of our vulnerable pupils have been impacted by partial school closures to a greater extent than for other pupils (Year 4-6). These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and literacy

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>Ordinarily Available Provision (OAP) is further developed to ensure a pupil focused environment, where all children are appropriately supported to succeed in their learning</p>	<p>Children in each class, with particular SEMH needs are engaged in learning as their needs are being met within OAP</p> <p>A Thrive approach is developed for children who need a period of extra support or provision within specific interventions designed to support both educational and emotional needs in a smaller environment</p> <p>All classrooms provide an ambitious and aspirational education for all children, including the most disadvantaged. As a result all children make good progress both academically and emotionally</p>
<p>Reading and vocabulary knowledge and attainment is high in all groups of children</p>	<p>Reading attainment continues to improve in all groups</p> <p>All children make good progress in phonics and early reading, and are supported through their journey in school to develop a love of reading</p> <p>Good levels of reading impact on attainment in other subjects</p>
<p>Improve the self-esteem of some pupils</p>	<p>Thrive practitioners within school work with children to increase self-esteem, develop resilience and safe strategies to manage their emotions</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>Enable all children to access opportunities equally</p>	<p>All children participate in school trips and residential and after school clubs.</p>
<p>To sustain high attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance in 2024/25 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. the percentage of all pupils who are persistently absent being below 4% and 4 the figure among disadvantaged pupils being no more than 4% lower than their peers</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation and improvement of OAP, training for staff and TAs in inclusion, Thrive practices, how SEMH is a barrier to learning. Scaling up Emotional Literacy training for staff in school, giving opportunities for more children to access this therapeutic intervention as part of their provision at Felton.</p>	<p>There is extensive evidence that mental health, well being and emotional skills are linked with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Embed good practice suggested by DfE, BE You Team and St Thomas' Lightbulb programme.</p>	<p>1, 2</p>
<p>Development of phonics and early reading within the school; building on previous successes and planning to address challenges such as vocabulary gaps. Accessing support and training with phonics scheme.</p>	<p>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 Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures .</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional maths, literacy, sessions targeted at disadvantaged pupils who require further academic support This will be delivered in small groups or one to one. Implementation of EEF Five a Day recommendations. High quality teaching benefits pupils with SEND – The 'Five-a-day' principle	Special Educational Needs in Mainstream Schools EEF shows that with targeted interventions and implementation of the 5 a day principles that the gap between disadvantaged and those with sEND and their peers can narrow significantly.	1, 3
Pre-Teach activities and vocabulary in small groups before topic	Evidence supports the idea that pre-teaching and scaffolding enables children to achieve academic success, particularly those with	3

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour of individual children across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF	2

Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £2570

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.

The Emotional Literacy approach (Thrive, Elsa, Zones of Regulation) has become more prevalent in school, and training given to members of staff has increased the availability of therapeutic interventions across the school. This need continues to rise, therefore further training for more staff will be implemented.

All children have had opportunities to go on residential trips and develop their personal and social skills throughout these, due to the pupil premium funding.

Spending on curriculum development has continued to provide an exciting and engaging curriculum for all children, enabling children to be active learners in topics which interest them and inspire enthusiasm.

Children commented that they feel more confident in their learning when they have access to pre-teach activities. Parents have seen improved confidence after residential trips and students commented that they loved the opportunity to go away again.

Effective transition programmes set up for children moving from primary to secondary school. This included additional visits to new school supported by our school staff, additional liaison meetings between both school and parents to address child's needs. Effective transition took place for these children so they could make a confident start in secondary school and, supporting their emotional health and well-being and lessening anxieties around changing schools. Parents and feeder school report children have settled well.

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
White Rose Mathematics	White Rose
Rocket Phonics	Rising Stars
Rising Stars Spelling	Rising Stars
Numicon	Oxford University Press (OUP)
Thrive	Thrive Approach
ELSA	ELSA Support