



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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
Number of pupils in school	49 (21 pupil premium)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andrea Worthington
Pupil premium lead	Andrea Worthington
Governor / Trustee lead	Phil Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	
Total budget for this academic year	£25,160

Part A: Pupil premium strategy plan

Statement of intent

Key Principals:

Our aim is to continue to use the pupil premium to improve the attainment of our disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Disadvantaged pupils are defined as:

- Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years,
- Pupils who have been looked after continuously for at least one day in the last year, and
- Pupils who have left care through a formal route such as adoption.

Our School Context:

Holm Cultram Abbey CofE Primary School is a smaller than average village school with 49 pupils on roll. The proportion of children eligible for Pupil Premium is currently 43%

Our objectives are to:

- ✓ Remove barriers to learning
- ✓ Support families to ensure good attendance at school is a priority
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Support pupils whose learning can be disrupted by unmet needs/SEND.
- ✓ Ensure pupil wellbeing is a high priority for staff so that they are resilient enough to cope the fallout from the COVID pandemic, home issues and transition to the next stage of their education.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure we have well trained and passionate staff who can get children off to a great start and target early reading, literacy skills and mathematics. QFT across the school will ensure good progress.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to enrichment activities through trips and first-hand learning experiences
- Provide appropriate support for pupils in their emotional and social development.
- Work to ensure that learning is not compromised by poor attendance.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and issues around punctuality: Attendance has suffered due to COVID, general illnesses and anxiety. This can affect learning, particularly among those who already have gaps in their learning. Some children are persistently late due to issues outside of school.
2	Pupil progress and achievement: Assessments and observations show that some children are not on track to meet Age related Expectations. Gaps in their earlier learning mean their foundations are not secure enough to build current learning on.
3	Literacy: weaknesses in reading skills and early reading, have negatively impacting on literacy progress.
4	Provision: Conditions such as Autism, or other SEN issues or those unmet needs that can manifest themselves as low level behaviour issues. These can mean that some children are not able to access appropriate education. We need strong relationships with the families and professionals that support our children so that their education is the best it can be.
5	Mental Health: The events over recent years have impacted on the mental health of our pupils, and significantly on their resilience. Issues outside of school are also a factor.

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 academic outcomes in all curricular subject areas but particularly English and Maths.	Improved standardised scores for targeted pupils in English and Maths. Growing number of targeted pupils achieving expected outcomes in foundation subjects and science.
To narrow gaps for all identified 'catch up' children across core curriculum subjects.	Those identified as having fallen behind catch up and data demonstrates that they are back on track with their progress.
A rich reading culture is evident throughout school particularly from pupils from deprived backgrounds.	Pupil voice Professional dialogue evidencing pupils reading and enjoying a wide variety of literature. There is a higher proportion of children assessed at ARE or GD by the end of the academic year. <i>EEF Reading Comprehension Strategies The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>
Embed effective spelling teaching leading to improved outcome across the school	Spelling has improved across the school and is not affecting writing attainment
Children are assessed swiftly to identify reasons why they might not be keeping up with their peers, and then these can be addressed.	A suite of assessments is used to identify the reasons why some pupils might be falling behind, and highlight areas for catch up teaching or interventions.
Pupils' cultural capital is progressively built through a rich curriculum complimented by appropriate visits and experiences.	Pupils are not negatively disadvantaged through low income when it comes to visits, visitors and experiences.
Disadvantage is identified and clearly understood by all staff in school. Systems are in place to ensure they are supported so that low income does not stop them accessing wider curriculum activities.	Pupils and families are not disadvantaged due to low incomes
All children and their families, regardless of need, feel supported and the pupils are able to make progress from their starting points.	Provision is matched to need for all children so that they are able to make progress and be successful in school
Pupil emotional health and wellbeing clearly addressed to enable greater resilience and happiness.	Pupil voice and parental voice demonstrates that children are happy and well supported in school.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers are well supported to deliver QFT	This is shown to have the biggest impact on the learning of disadvantaged pupils.	2
Ensure the school is well staffed with teaching assistants who can support children's learning enabling them to catch up and keep up	Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF <i>EEF: Making the best use of Teaching Assistants Guidance Report.</i>	2
Curriculum is tailored to the needs of the pupils currently at the school	Staff know the pupils well so the curriculum can be tailored to their needs. Work can be done to fill in gaps in learning	2
Purchase of standardised and diagnostic assessments and trackers.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2, 4

Targeted academic support

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's trained to deliver interventions daily	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <i>EEF – Teaching and Learning Toolkit well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</i>	2,3
Reading every day approach to ensure children are fluent and their comprehension is good	<i>EEF Teaching and Learning Toolkit report that for little cost, reading comprehension strategies can have an impact of +6months</i>	2,3

Wider strategies

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

Budgeted cost: £7,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,4

<p>TA is trained as an ELSA in school and supports children where necessary</p>	<p><i>'The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.'</i></p> <p>Dr Jo Casebourne, chief executive at the Early Intervention Foundation</p>	<p>4, 5</p>
<p>Subsidised visits/visitors</p>	<p>All children have equal access to activities which promote cultural capital. Free breakfast clubs for all pupils in receipt of the FSM grant. Music tuition funded by school for pupils in receipt of FSM grant Subsidised residentials</p>	<p>4</p>

Total budgeted cost: £25,160

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 23-24 academic year

Aim	Impact
All children, but especially those who are disadvantaged, can make good progress against their starting points	We achieved 50% RWM across the cohort this year with 70% GPS, 60% Maths, 60% Writing and 50% reading. 30% of the cohort were PP (3/10) only one of these achieved the expected standard in WRM All PP pupils achieved the expected standard in the phonics screening check.
All teaching staff can support pupils to make good progress through Quality First Teaching and timely interventions.	Teaching is at least good across the school. TA's support children well in class and through interventions identified by their class teacher.
Attendance and punctuality of those children causing concerns improves	Attendance figures for the last two years show an increase in PP attendance from 88.81% 2023 to 90.67 2024. However, there is still a significant gap between PP and non-PP attendance. Not PP 94.20% 2023 and 95.56% 2024 There is a significant overlap between SEND and PP.
School is better able to meet the needs of all children, including those with SEND.	Families feel well supported by the school. Wellbeing amongst children and families is high.
Pupils are resilient and have high mental health. They have a range of strategies they can use in times of difficulties.	Transition to secondary school goes very well, as does transition into school and across school classes.

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
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin
CUSP	United Schools Partnership
Maths	White Rose Maths
	TTRockStars