

# Pupil premium strategy statement –Taddington and Priestcliffe C of E Primary School 2024-2027

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

Detail	Data
Number of pupils in school (2024/2025)	64
Proportion (%) of pupil premium eligible pupils (2024/2025)	9
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	2024
Date on which it will be reviewed	2025,2026,2027
Statement authorised by	J. Handley
Pupil premium lead	J. Handley
Governor / Trustee lead	E. Drake

## Funding overview £15, 890

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£15, 890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2024/2025)</b> <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>	£15, 890

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Maths Attainment and Writing Skills</b>
2	<b>Support and Guidance in Learning</b>
3	<b>Engagement and Participation in Education</b>
4	
5	

### 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
Improve Maths attainment for disadvantaged children particularly in KS2	<ul style="list-style-type: none"><li>• Increase in pupils achieving ARE and GD in statutory assessments</li><li>• Improved pupil fluency and confidence in lessons</li><li>• Evidenced progress in books over time</li></ul>
Raise standards in Writing through improved vocabulary, composition and transcription	<ul style="list-style-type: none"><li>• Evident improvement in writing quality across all books</li><li>• Increase in pupils achieving ARE and above</li></ul>

	<ul style="list-style-type: none"> <li>• Greater consistency and accuracy in assessment</li> </ul>
<p>Strengthen the quality of support and guidance in learning, especially for disadvantaged and SEND pupils</p> <p>Increase pupil engagement and participation in education, particularly for persistently absent and disengaged pupils</p>	<ul style="list-style-type: none"> <li>• Improved outcomes for SEND and Pupil Premium pupils</li> <li>• Increased parental involvement evidenced in attendance logs</li> <li>• Pupil targets met or exceeded</li> <li>• Reduction in persistent absence by 5%</li> <li>• Improved pupil attendance and punctuality</li> <li>• High levels of pupil satisfaction and involvement in school life</li> </ul>

## 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.

Challenge	Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support	Tier 3: Wider Strategies
<b>Maths Attainment and Writing Skills</b>	<p><b>Implement evidence-based teaching for cognitive strategies:</b></p> <p>Utilise resources and training on effective problem-solving techniques in maths and structured approaches to writing from credible sources such as the EEF. For example, the EEF's guidance on Metacognition and Self-regulated Learning could be employed to enhance</p>	<p><b>Small group interventions in maths and writing:</b></p> <p>Deploy trained teaching assistants to lead small group sessions focused on key skills in maths and writing. Sessions should be based on the assessment of individual needs and follow evidence-based approaches like those found in the EEF's recommendations for</p>	<p><b>Parental engagement workshops:</b> Organise workshops that provide parents with effective strategies to support their children in maths and writing at home. Drawing on the EEF's guide, tools such as model strategies, practice sessions, and resource kits can be used to build parents' confidence and ability to assist with</p>

Challenge	Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support	Tier 3: Wider Strategies
	pupils' ability to plan, monitor, and evaluate their learning, which would directly impact their performance in maths and writing.	effective interventions.	homework and study skills.
<b>Support and Guidance in Learning</b>	<b>Professional Development for Staff:</b> Invest in comprehensive training for teachers and staff focusing on effective teaching strategies that support disadvantaged pupils. Priority areas should include phonics for literacy improvements and differentiation in maths teaching. Training can be supported through NPQs or courses validated by the DfE to boost the quality of instruction and pupil engagement.	<b>Peer Tutoring Programmes:</b> Establish systems where higher-achieving pupils provide peer-to-peer support in maths and writing. These initiatives encourage a supportive learning environment and contribute to the refinement of both tutors' and tutees' knowledge and skills, as suggested by the EEF's research on peer tutoring and its impact on attainment.	<b>Mentoring Programmes:</b> Develop mentoring relationships between pupils and community figures who can provide both academic support and life guidance. These mentors would strategically address personal development needs, guided by frameworks like the EEF's evidence on mentoring, aiming to boost confidence, resilience, and overall school engagement.
<b>Engagement and Participation in Education</b>	<b>Adopt Technology and Resources:</b> Invest in education technology tools that facilitate interactive learning and engagement, especially software that supports diagnostic assessments in maths	<b>After-School Clubs:</b> Organise after-school clubs specifically focusing on literacy and numeracy. These should provide a relaxed and supportive environment where pupils can deepen their understanding	<b>Attendance Monitoring Systems:</b> Implement robust systems to enhance and monitor attendance. Utilising data-driven approaches to identify patterns and causes of absenteeism among

Challenge	Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support	Tier 3: Wider Strategies
	and literacy. This provides immediate feedback and allows for personalisation of learning, which is crucial for keeping pupils engaged and aiding teachers in identifying areas where students struggle.	and practice key skills outside regular school hours. These clubs can also use engaging methodologies like games and project-based learning to cater to various learning styles.	disadvantaged pupils, combined with targeted interventions like follow-up calls, mentoring, or tailored support plans, can significantly reduce barriers to regular school participation.
Large Mixed Age Classes	Investment in additional support/teaching staff and training focused on differentiating instruction in mixed age groups, which involves strategies for catering to diverse age groups within a single classroom setting. Strategies such as station teaching or rotational models have been found effective.	Deployment of teaching assistants who are specifically trained to manage the dynamics of large mixed age classes, focusing on addressing the varied learning needs of different age groups within these settings.	Facilitate extra-curricular activities that group students by interest rather than age, allowing different age groups to interact and learn from each other in a less formal environment, thereby enhancing social and cognitive development across age groups.

**Total budgeted cost: £ £15, 890**

## Part B: Review of the previous academic year

NB: Our data / evaluations can not be published to protect student privacy and prevent identification. This is to ensure statistical disclosure control and avoid potential breaches of confidentiality.

Outcomes on the previous strategy were evaluated as 'on track'.

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*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 to fund in the previous academic year.*

Programme	Provider

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## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b></p>
<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*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.*