**Pupil Premium Strategy Statement**

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**Pear Tree Primary School 2023 / 2024**

‘The [pupil premium](https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Year 2 of 3 year strategy.

**Funding for 2023 to 2024**

The PPG per-pupil rate for 2021 to 2022 is as follows:

| **Disadvantaged pupils** | **Pupil premium per pupil** |
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| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups | £1,455 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups | £985 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,530 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) | £2,530 |

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| 1. **Summary information** | | | | | |
| **School** | Pear Tree Primary School | | | | |
| **Academic Year** | 2023/2024 | **Total PP budget** | £25, 765 | **Date of most recent PP Review** | August 2023 |
| **Total number of pupils** | 217 | **Number of pupils eligible for PP** | 15 (7%) | **Date for next internal review of this strategy** | September 2024 |

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| 1. **Attainment Yr. 6 (July 2023)** | | |
|  | *Pupils eligible for PP (1 – 3%)* | *Pupils not eligible for PP* |
| **% achieving in reading, writing and maths** | 0% | 73% |
| **% making progress in reading** | 100% | 91% |
| **% making progress in writing** | 0% | 79% |
| **% making progress in maths** | 0% | 88% |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Social and emotional needs which affect pupils’ learning | | |
|  | | To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium. | | |
| **C.** | | To improve attainment and progress in maths for pupils entitled to the Pupil Premium. | | |
| **D.** | | To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers specific to COVID | | |
| **E.** | | To provide financial support for trips, extra-curricular activities and other school costs and opportunities – cost of living crisis will ‘draw’ more families into need. | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **F.** | | To work closely with families to improve attendance and punctuality. | | |
| 1. **Desired outcomes – Teaching/Outcomes/Wider Approaches** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To support pupils’ social and emotional provision through access to appropriate interventions. | | PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic. Improved friendships and emotional management. Entry and exits assessments completed for those who participate in ELSA interventions.  Selected pupils to have weekly support through nurture based support. |
| **B & C** | To improve attainment and progress in Reading, Writing and Maths for pupils entitled to the Pupil Premium. | | 75%+ of PP pupils achieving three + points progress in Maths, Reading and Writing in the majority of classes. |
| **D.** | To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers. | | Pupils who require support to be provided with ELSA support and appropriate small group interventions to build better emotional resilience and regulation. Look at IT poverty and how we can support this and address online safety. Introduce nurture support for specific pupils.  Train and deliver nurture provision for specific pupils as a focused intervention for those with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class and those pupils then integrating fully back into their ‘home classes and being enabled to develop friendships and secure relationships which are appropriate, equally matched and thereby raising their academic achievement due to increased understanding of others, improved self-confidence and better communication skills. |
| **E.** | To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion. Reflecting this position may change over the year as impact of the cost-of-living crisis takes hold. | | Improved wellbeing and friendships for PP pupils as a result of inclusion with peers in a wide range of activities through developing cultural capital. |
| **F:** | To work closely with families to improve attendance and punctuality. | | 90% of PP/PP+ pupils to achieve attendance of 95%+ and 95% + on-time arrivals for each school day. Addressing post Covid dip in attendance. |

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| **Financial year** | | **Amount of Pupil Premium funding** | | | | | |
| **2023-24** | | **Funding: £25,765** | | | | | |
| Pupil Premium used for: | Amount allocated to the intervention / action  (£) | | Is this a new or continued activity/cost centre? | Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale | Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful? | How will this activity be monitored, when and by whom? How will success be evidenced? | Actual impact: What did the action or activity actually achieve? Be specific: ‘As a result of this action…’  If you plan to repeat this activity, what would you change to improve it next time? |
| **Support of pupils for trips and residential/after school clubs/music lessons/enrichment opportunities/** | £150 per pupil allocated. (16 x £150  = £2,400 | | Continued required support to ensure inclusive education | Funding ensures all pupils able to access extra-curricular and enrichment activities – money paid out for estimated 15 pupils over the year | Inclusion  Highly successful | Class Teachers/Admin Administrator. |  |
| **ELSA Intervention** | £112.50 per child who takes part for six week block – 6 pupils to take part over course of the year = £675.  Additional cover for TAs taking ELSA = £1500 | | Continued activity | Initiative for selected pupils. Six week programme of one hour sessions. Focus to develop confidence, resilience, inclusion, team work and to build emotional wellbeing | Inclusion and raised positive profile with peers and staff. Increasing ‘positive buy into’ school. Confidence and resilience grows. | Class teacher/TD/SB/SR who is running course/SENCO |  |
| **Small Group Tutoring** | All pupils benefitted from small group or one to one support during academic – supplementing National Tutoring Funding which provides 60% = 40% = £1800  Key focus on reading, writing and spelling and bridging gaps heightened by disruption to education due to COVID. Included; | | Established initiative but new therapy offered | Established support across KS2 – particular focus on reading/communication and writing following analysis of results– In summer term additional support also given to upper KS2 pupils to boost and support in run up and in the administration of the SAT tests. Inference and deduction training – Yr. 3/5/6 + Reading, writing and phonics additional support in Yr.2 | Narrowing gaps, accelerated learning. Reducing numbers to allow for greater direct teacher interface with each pupil and encourages confidence and self-belief. Strengthening emotional, social skills and supporting positive mental health. | Class teachers/parents/SENCO/HeadTeacher/ |  |
| **Breakfast Club** | Hours -Cost neutral – TA covers.  Resources - £640 (32x £20) budgeted. | | Continuation | Pupils across school offered breakfast – Selected FSM pupils attend plus others. | Focus to improve attainment and achievement for all, boost self-confidence and self-belief.  Settles pupils at start of day and ensure morning food eaten. Social, emotional wellbeing. | Class teachers/parents/SENCO/HeadTeacher |  |
| **Nurture Provision** | Train nurture lead, decorate and equip dedicated space for delivery of nurture sessions. Deliver nurture.  £3800 | | New Initiative 2023/24 | Four afternoons a week nurture sessions to be delivered to small groups of four or less. Dedicated Rainbow Room developed and equipped.  Lead nurture teacher trained and delivering personalised provision linked to plans and identified social and emotional needs. | Those pupils after nurture to be able to successfully reintegrate into their ‘home classes for more of the school day. To be enabled to develop friendships and secure relationships which are appropriate, equally matched and thereby raise their academic achievement due to increased understanding of others, improved self-confidence and better communication skills. |  |  |
| **Additional SENCO support.** | £4,500 allocated in total for three additional SENCO days to be spread across the year to attend additional meetings (PEPs, CP, STAR Days, Core Meetings, social care, virtual schools etc. and complete associated paperwork.) | | Established initiative | Envisage 5 FSM/PP+ pupils supported over the academic year who are currently in CAF/CIN/ procedures or at 1st concerns. SEN level of need and require additional support or school presence at meetings. Plus STAR DAY/PEP meetings For 5 pupils. | Social, emotional wellbeing. Pupil Voice/Early interventions. Leading to better life long outcomes. | Class teachers/parents/SENCO/HeadTeacher |  |
| **Training and delivery of ELSA. NELI – EYFS Team member and additional training for Year 2 TA in NELI.**  **Additional resource texts and equipment to support interventions** | £ 3500 allocated (Supply, training materials, trainer’s costs, materials. | | ELSA Continuation of 2021/22 initiative. | Therapeutic training for Year 6 support staff teacher. Early literacy intervention for EYFS support staff member. Both will be delivered to include EYFS/Yr1 pupils and Yr5/6 pupils as required. | Social, emotional wellbeing. Leading to better life long outcomes. Improved language and communication skills leading to better life long literacy skills, improved academic outcomes and sense of inclusion. | Class teachers/parents/SENCO/HeadTeacher |  |
| **Total budgeted = £18,640**  **Remainder – contingency of 18% (£4,053)** | | | | | | | |