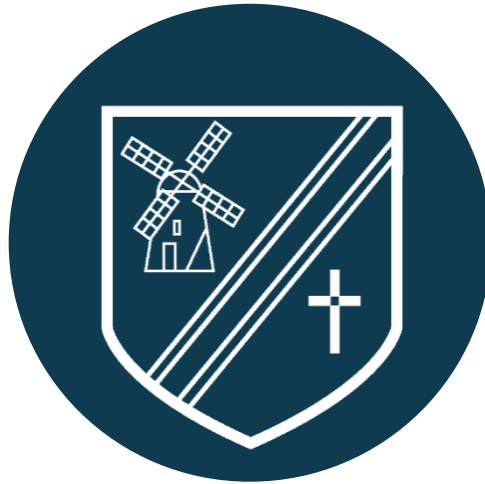


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# **STAINING**

CE VC Primary School

## PUPIL PREMIUM

Pupil Premium and Recovery Premium

Strategy Statement

2024 - 2025

(3 year plan 2024 - 2027)

Headteachers: J Shoulders and C Nugent

Pupil Premium Lead: C Nugent

Pupil Premium Governor: H Atherton



# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Staining CE VC Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024 – August 2027 Sept 2024 – Aug 2025 Sept 2025 – Aug 2026 Sept 2026 – Aug 2027 (3 year outline below)
Date this statement was published	September 2024
Date on which it will be reviewed	September 1 2027 (It will be updated Sept 2024)
Statement authorised by	Jennifer Shoulders and Carla Nugent
Pupil premium lead	Jennifer Shoulders and Carla Nugent
Governor lead	Heidi Atherton

## Funding overview

Detail	
Pupil premium funding allocation this academic year	£51,900
Recovery premium funding allocation this academic year	£3,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£55,400
<b>Total</b>	£55,400
<b>Allocated Spend</b>	£56,830

# Part A: Pupil premium strategy plan

## Statement of intent

At Staining CE VC Primary school, our vision is for our pupils to:

**Learn to Wonder, Grow in wisdom and Shine like Stars**

This vision is lived out through our school values:

**Work Hard, Aim High, Be Kind, Show Respect and Teamwork**

This vision and our values are aspirational and apply to all our school community. We aim for all our pupils to reach their potential by being supported through excellent teaching to achieve their best. This is carried out in a happy, supportive and stimulating school environment.

We recognise that all pupils may require additional support and intervention during their school career and aim to meet those needs head on. Every child, including those in receipt of the pupil premium, is valued, respected and entitled to develop to their full potential. With this in mind, we have looked at the specific challenges facing our pupils at the current time, especially our disadvantaged pupils. These are set out below:

## Challenges

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

Challenge number	Detail of challenge
1 Enrichment Experiences	The children and families indicate that enrichment activities provided by us are key to building motivation and resilience and are key contributors in raising aspirations for our children. They are also key in developing the rich cultural capital that we want in all of our children.
2 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
3 Outcomes	There is a small, key group of pupils in receipt of PP funding that are not making expected progress despite interventions
4 SEND	Some pupils who qualify for PP funding have specific SEND needs and increasing number of pupils needing SALT interventions.
5 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress, their readiness to learn and their behaviour for learning. Family support also needs to be considered as challenges that affect their family can impact upon the pupil themselves.

## 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
PP Pupils consistently achieve at least in line with their peers both within school and nationally.	<p>The gap between disadvantaged and non-disadvantaged pupils has been reduced.</p> <p>School data consistently shows diminishing differences between PP pupils and their peers.</p> <p>All pupils achieve at least in line with national averages for all measures</p>
Pupils are supported to receive specific interventions and/ or support to match their emerging needs. This includes Social and Emotional needs	<p>Interventions are well planned and delivered by skilled staff.</p> <p>Data shows that children make good progress as a result of the intervention</p>
To continue to ensure that attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>To close the gap between whole school attendance and pupils in receipt of PP funding.</p> <p>Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees</p>
<p>All families in school know that there is support available to them to support their child and their family.</p> <p>Pupils in receipt of PP funding have full access to curriculum, extra-curricular activities (where appropriate) resources, uniform, residential visits and trips</p>	<p>The families of disadvantaged pupils are well supported to feel welcome in school. Where need is identified, it has been quickly acted upon and support for the family via Early help, social care, CAMHs etc has been actioned.</p> <p>Family learning mentor is well known to all pupils and families and is first point of contact for families coming in to school.</p> <p>PP Pupils are fully immersed in school life and funding is used to support families where finances may have had an impact on the child's opportunities.</p>

## 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: £ 13,003

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF 2019)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Develop quality first teaching focused on adaptive learning, feedback, self-regulation and</i></p> <ul style="list-style-type: none"> <li>• Staff training</li> <li>• Learning walk throughs</li> <li>• Pupil discussions</li> </ul>	<p><i>Quality first teaching</i>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><i>Feedback</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><i>Metacognition and self-regulation</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><i>Five a day to improve SEND outcomes</i>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	1,3,4
<p><i>Develop the quality of Maths teaching.</i></p> <ul style="list-style-type: none"> <li>• Adaptive/split teaching approach</li> <li>• Consistency across the school in the progression</li> <li>• Focus on problem solving</li> <li>• Subject knowledge CPD</li> </ul>	<p><i>Problem solving</i>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-how-can-we-improve-childrens-problem-solving-in-maths">https://educationendowmentfoundation.org.uk/news/eef-blog-how-can-we-improve-childrens-problem-solving-in-maths</a></p> <p><i>Adaptive teaching</i>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1#:~:text=Seeking%20to%20understand%20pupils'%20differences,likely%20to%20increase%20pupil%20success.">https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1#:~:text=Seeking%20to%20understand%20pupils'%20differences,likely%20to%20increase%20pupil%20success.</a></p>	1,3,4
<p>Continue to embed and raise the profile of English (Reading/Writing and Phonics)</p> <ul style="list-style-type: none"> <li>• Mighty writer (new programme bought in to develop writing skills)</li> </ul>	<p><i>Literacy KS1 Guidance report</i>  <a href="https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf">https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</a></p>	1,3,4

<ul style="list-style-type: none"> <li>• RWI</li> <li>• Coaching (releasing a skilled staff member from class to coach and upskill staff)</li> </ul>	<p><i>Improving Literacy in KS2</i>  <a href="https://d2tic4wvo1iusb.cloudfront.net/producti on/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1727022618">https://d2tic4wvo1iusb.cloudfront.net/producti on/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1727022618</a></p> <p><i>A report on RWI</i>  <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a></p>	
<i>Develop and embed assessment across the whole curriculum including ECT teachers</i>	<p>Embedding Formative assessment  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/embedding-formative-assessment</a></p>	3,4
<i>Mentoring and coaching ECT teachers</i>	<p>ECT'S and their development  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-early-career-framework-three-key-insights-for-school-leaders-to-help-support-their-newest-teachers">https://educationendowmentfoundation.org.uk/news/eef-blog-early-career-framework-three-key-insights-for-school-leaders-to-help-support-their-newest-teachers</a></p>	3.4
<i>Investment into ICT educational equipment</i> <i>Learning through ICT is a key to enabling</i>	<p>Using digital technology to improve learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1,3,4



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

Budgeted cost: £14,280

Activity	Evidence that supports this approach	Challenge number (s) addressed
Continued employment of HLTA and experienced teaching staff with identified skills to meet the needs of targeted groups of children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small Group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3,4
<i>Reading fluency focused on catch up for pupils not reading at home or at risk of falling behind</i>	Oral Language Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3,4
<i>Interventions TA used to deliver interventions across school</i>	Small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3,4
<i>Phonics 1;1 Tuition Daily release time for KS1 teaching assistants to deliver 1:1 tutoring in Phonics  Coaching – release time</i>	Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3,4
<i>REN learning Reading scheme based upon monitoring pupil's comprehension.</i>	Reading Comprehension Strategies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,3,4
<i>Handwriting- Mighty writer/ Kaligo</i>	<a href="https://www.kaligo-apps.com/school/">https://www.kaligo-apps.com/school/</a>	3,4

Specific targeted handwriting intervention for identified pupils	DfE approved handwriting scheme – Kaligo  Guide to Mighty Writer <a href="https://www.mightywriter.co.uk/res/Mighty%20Writer%20Teachers%20Guide.pdf">https://www.mightywriter.co.uk/res/Mighty%20Writer%20Teachers%20Guide.pdf</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29, 547

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Attendance monitoring, supporting pupil and family wellbeing through Learning Mentor support.</i></p> <p>Learning Mentor and SLT team working with the whole school community.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Termly interim reports to identify the child's attendance</p>	<p>Parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2,5
<p><i>KS1 and KS2 Pod</i></p> <p><i>Staffing both classes with HLTA support and TA</i></p>	<p>Making the most of teaching assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1
<p><i>Residential trip financial support for pupils in receipt of PP funding</i></p> <p><i>Pupil support for BASC</i></p>	<p>Outdoor learning adventure <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1,2,5
<p><i>Development of aspirational curriculum – where experiences are linked to the curriculum</i></p> <p><i>In addition, providing afterschool activity clubs for everyone to access.</i></p> <p>Providing opportunities for all children in particular those who are disadvantaged or have learning barriers to learn in a different way improving their social and emotional skills through teaching life skills building good foundations for the rest of their life.</p>	<p>Outdoor adventure learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Prioritise social and emotional learning <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	1,3,4,

<i>Parental engagement</i> <i>Investment in hardware 'Weduc' as a platform to communicate</i>	Parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2,5

**Total budgeted cost: £ 56,830**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

**Intended Outcome 1:** PP Pupils consistently achieve at least in line with their peers both within school and nationally.

**Impact:** Across school, at the end of the summer term 2024, 68% of PPG pupils achieved RWM combined. This is compared to 77% of pupils with no PPG and 76% of all pupils.

Across school, at the end of the summer term 2023, 64% of PPG pupils achieved RWM combined. This is compared to 76% of pupils with no PPG and 74% of all pupils.

**This shows that PPG pupils across school achieved more highly overall than the PPG pupils in the previous year.**

**In Year 6 July 2024 – of the Pupil Premium Children**

**100% achieved at/ above in Reading**

**100% achieved at/ above in Writing**

**80% achieved at/ above in Maths**

**Next Steps:** This is to remain a school priority

**Intended Outcome 2:** Pupils are supported to receive specific interventions and/ or support to match their emerging needs. This includes Social and Emotional needs

**Impact:** There is an extensive programme of intervention and support across school, closely monitored and evaluated by the school SENDCo and FLM.

**Next Steps:** This is to remain a school priority – SENDCo to be more involved in school life and develop monitoring of interventions.

**Intended Outcome 3:** To continue to ensure that attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.

**Whole school attendance (2023/ 24)**

**Whole school attendance (2023/ 24) – AFC, E6, LAC and F)**

**All PPG children including AFC, E6, LAC and F)**

**Intended Outcome 4:** All families in school know that there is support available to them to support their child and their family.

**Impact:** Our FLM has a high profile within school.

At the end of the academic year, she had supported ?? % of families.

**Next Steps:** This needs to remain a priority to ensure that PPG pupils fulfil their school experience.

**Intended Outcome 5:** Pupils in receipt of PP funding have full access to curriculum, extra-curricular activities (where appropriate) resources, uniform, residential visits and trips

**Impact:** No child has been prevented from attending a trip/ residential for financial reasons.

Several children and families have been supported through uniform/ resources and extra-curricular events/ sessions.

**Next Steps:** This needs to remain a priority to ensure that PPG pupils fulfil their school experience.

**Intended Outcome 6:** Governors show a thorough understanding of the barriers facing PP pupils and how school is addressing these

**Impact:** Governors have received updates on the progress of pupil premium.

**Next Steps:** Develop a comprehensive reporting system to Governors that is a regular feature of committee meetings.

Detail	2023/24 review
Pupil premium funding allocation this academic year	£74,855
Recovery premium funding allocation this academic year	£5720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£80,575
<b>Allocated Spend</b>	£85,146
<b>Actual spend</b>	£85,146

## 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
n/a	