



Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium and recovery premium for 2023-2024 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	St Loys CEVA Primary Academy
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	4 children 11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Number of SEND pupils who are pupil premium eligible	1
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	K Crawford
Pupil premium lead	K Crawford
Governor / Trustee lead	Ricky Emms Acting CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1455 per pupil
Recovery premium funding allocation this academic year	N/A
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

£5820

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure all disadvantaged pupils receive personalised and relevant support to enable them to perform in line with their peers both academically and emotionally.

We aim to raise the attainment and progress of disadvantaged pupils by narrowing the gap through targeted interventions, quality first teaching, appropriate resources and continual assessment and evaluation.

Quality first teaching and effective adult support and interventions are integral to our strategy. We ensure all adults in school that work with the children share the responsibility of high expectations for all of our pupils, including those that are disadvantaged. Research shows that targeted teaching and interventions have a good impact on narrowing the attainment gap, particularly, if it is closely linked to the needs of individuals, and delivered by highly trained teachers and teaching assistants. We therefore consistently ensure CPD opportunities for all staff to develop their skills and knowledge, which in turn supports our pupil's learning. This strategy supports all pupils, who have been negatively impacted over the pandemic period, but also supports our most disadvantaged children. We plan to implement school led tuition, to exploit all opportunities to intervene quickly once we see gaps in learning appear. We will continually monitor and analyse any support we have in place, to ensure it is fully effective. Assessments will be regular and robust, to measure impact of our approach and we will make any necessary changes, quickly. Judgements about current challenges within our own cohort will be ongoing and we will not make assumptions based upon national data/trends.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions of some of our disadvantaged students show lower levels of a broad range of vocabulary used in comparison to their peers.
2	Lower writing attainment is evident and our disadvantaged pupils do not always have the understanding of a grammatically correct sentence. Their creative writing skills are lacking in comparison to that of their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading comprehension than their peers. This negatively impacts their development as readers and writers
5	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. 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 writing development .
6	Our observation and assessments have shown that the social and emotional needs of some of our disadvantaged pupils have been negatively impacted due to the pandemic. We have seen a significant increase in the need to apply for early help to support families.

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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations will show a significantly improved oral language among all of our pupils including disadvantaged pupils. This will be evident in our ongoing monitoring through learning walks, summative and formative assessment and book scrutinies.</p> <p>Consolidation of NELI and JOLLY PHONICS in early years provision is key to ensuring ongoing progress for our pupils</p>
Writing attainment will be in line with reading and children will achieve age related expectations (ARE) in writing at the end of the year	80% of pupil premium children will meet ARE in writing by 2024
Improved phonics attainment	<p>80% of disadvantaged children will pass their phonics test in year 1 by 2024</p> <p>80% of disadvantaged pupils will meet ARE by the end of 2024</p> <p>Embedded use of Jolly Phonics, including online resources, across the school will support development in this area</p>
Improved reading comprehension attainment	80% of disadvantaged pupils will meet ARE by the end of 2024
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> data from student voice, parent surveys and teacher observations An increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve social interactions amongst our disadvantaged pupils enabling supportive relationships with home, school and external agencies	A triangulated approach from home, school, and other involved agencies (eg Strengthening Families) working collaboratively to support families social and emotional needs. .

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher training for phonics and subscription to online portal</p> <p>Phonics resources</p> <p>Extra adult support needed for interventions- TA support in class also</p> <p>Purchase updated online phonics resources to support our scheme (Jolly Phonics)</p>	<p>Research shows that identifying interventions early supports narrowing the gaps in attainment more effectively</p> <p>Evidence supports the consistent use of one phonics scheme that is implemented across the school. This ensures children's learning is aligned in all classes and enables them to make the appropriate links in phonics across all areas of the curriculum and in other contexts also.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3 , 4 and 5</p> <p>1-5</p>
<p>To purchase resources and fund ongoing teacher training and release time for developing vocab across the school</p>	<p>Early years teachers have taken part in NELI programme 2023 and all EY staff are trained in use of Jolly Phonics. This combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.</p> <p>Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p> <p>All classes to implement vocab walls and sessions to incorporate vocab development for all pupils. This is to be taught discretely and across/ throughout the curriculum to</p>	<p>1,2,3 4 and 5</p>

	ensure links are made across the subjects	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention- with most disadvantaged pupils in phonics .	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3, 4 and 5
1:1 and small group tuition- with most disadvantaged pupils in reading and Maths where needed	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EE	2,3 4 and 5
Supported and targeted interventions	Word Shark/Toe byToe... are some of the resources to develop independent and continuous reinforcement of spelling patterns	2,3,4 and 5

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational psychologist and external agencies advice and expertise sought for individuals where appropriate	Ed psych can provide percentiles for pupil's academic ability and provide insights into where particular support is most needed & potentially support applications for EHCP...	1-6

<p>Whole staff training and updates on our behaviour policy with the aim of developing our school ethos and embed our values driven ethos across the school</p>	<p>Team teach training/Jogo Behaviour Services has supported all staff to de-escalate challenging behaviour and support pupils that reach crisis points in their behaviour.</p> <p>Positive reinforcement and rewards are shown to have a positive impact of reducing negative behaviour. Children like to be praised and our approach to focusing on</p>	<p>6</p>
	<p>positive behaviours and role models endorses this strategy. Teachers have a full understanding of pupil's backgrounds and contexts to support their needs appropriately. Teachers deliberately teach and model appropriate behaviours and encourage students to reflect on their own choices.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Money to ensure all pupils can attend school trips, have the appropriate school uniform and equipment that is needed and have the same opportunities as all pupils in school including access to all paid clubs and residential</p>	<p>Equality for all children and access to a full and rounded curriculum including all enrichments activities are essential to the wellbeing of all pupils</p>	<p>6</p>

Total budgeted cost:

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 2022 to 2023 academic year.

Many pupils identified as needing extra support had one to one interventions, as well as small group and whole class help from an extra adult. An additional adult in the class meant all children, including those most disadvantaged, could have access to targeted support. This was continually evaluated and adapted according to individual needs. All disadvantaged children made academic progress last year, despite the pandemic and the need to teach remotely on multiple occasions. Some pupil premium children made use of the free laptops provided by The DFE to support home learning and 1:1 support in class

All Year 1 pupils eligible for pupil premium successfully completed phonics screening 2023
In 2024 there were 0 pupils entered for phonics screening

Some pupil premium children did not reach age related expectations by the end of the last academic year but all pupils made good levels of progress from their starting point. Some pupils did achieve age related expectations or exceeded them.

Pupil wellbeing and mental health were significantly impacted during Covid and this has noticeably continued for some pupils. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Staff training was sought specifically to support bereavement and mental well being. All staff have been trained in the use of Zones of Regulation and this has shown benefits in the reduction of negative behaviours and the increase in pupils using taught strategies to manage self-regulation

Externally provided programmes

Programme	Provider
Team Teach	Jogo Behaviour Services

Service pupil premium funding

Measure	Details
The service pupil premium was used this year to support training around pupil wellbeing and social and emotional support for our most vulnerable students including Zones of Regulation	We carried out Boxall system to monitor the emotional wellbeing of certain pupils. Teachers found it useful to highlight key areas of concern using a scoring system/questions that children can be asked. It has given valuable advice and resourcing ideas to support areas of

	<p>need. It provides a measure to monitor improvements.</p> <p>Pupil premium/disadvantaged/service children were measured on this system- this was then used to ensure targeted interventions were implemented for areas identified as a barrier to wellbeing</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children more able to acknowledge and articulate any difficulties they were having - ongoing</p> <p>They understood how to seek support and how to help themselves deal with certain emotions.</p> <p>Emotional wellbeing will be improved.</p>