**Callowell Primary Pupil Premium Strategy Statement**

**2024-2025**

This statement details our school’s use of pupil premium for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged children. 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  | Callowell Primary  |
| Number of children in school  | 107 + 31 PSCh |
| Proportion (%) of pupil premium eligible children  |  29- 27% National 24.6% |
| Academic year/years that our current pupil premium strategy plan covers  | 2024- 2025  |
| Date this statement was published  | September 2024 |
| Date on which it will be reviewed  | September 2025 |
| Statement authorised by  | J Roberts  |
| Pupil premium lead  | J Roberts – E Hulme |
| Governor lead  | Ruth Hollier  |

# Funding Overview

|  |  |
| --- | --- |
| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | £48,840.00  |
| Pupil premium funding carried forward from previous year  | £ 0  |
| **Total budget for this academic year**  | £48,840.00  |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

|  |
| --- |
| At Callowell Primary School we strive to provide the best education and support to all of our children. The nationally recognised attainment gap for Pupil Premium/Disadvantaged children is a priority here at our school.  To support our children and families to succeed we have a holistic approach to developing our learners and we investigate all barriers to learning. The school adopts a three-tiered approach: * **Quality teaching** – professional development and support
* **Targeted academic support** – structured interventions, small group tuition and one to one support
* **Wider strategies** – Attendance, wrap around care, behaviour approaches

 Social and emotional support is provided for children and families through Team Around the Family meetings and support mechanisms. Quality of teaching is one of the biggest drives of pupil attainment, especially for those from disadvantaged backgrounds. As a school we focus on proven ways of improving teaching and constantly update practice. Teachers and teaching assistants continually update support and interventions for targeted children. Pupil Progress Meetings identify our target groups and individuals. Robust and accurate assessment to identify children’s needs and adapt teaching is seen as crucial. Alongside data, all support is monitored through learning walks, book looks and interviews with children. Interventions focus on basic skills, gaps in learning and social and emotional support. Our plan provides tailored support for our children to provide them with the tools to succeed within lessons and to build confidence with the goal of positive, resilient learning behaviours.  The gap in learning begins in the Early Years, therefore our focus begins in our Pre-school. We provide a stimulating learning Early Years environment with a wide range of activities, with particular focus upon oral language and communication skills. Relationships with our families are fostered to enable them to work with us in supporting their child through school. Early identification is vital and interventions to support development are a part of the Early Years provision.  Transition from EYFS to KS1 and from KS1 to KS2 is carefully established to enable all children a smooth transition that does not impact on their learning or confidence.  To enable maximum impact of funding the school regularly reviews and changes provision. This includes providing children with the funding to be part of our inclusive approach to wrap around care, the school day and external opportunities and activities.  Our key principles are to ensure that potential barriers to learning are identified early and that staff are working in partnership with parents, plan, deliver and evaluate the impact of intervention strategies.Staff prioritise the acquisition of communication and language skills to ensure positive emotional well-being and raise attainment across the curriculum.   |

## Challenges

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

|  |  |
| --- | --- |
| **Challenge**  | **Detail of challenge**  |
| 1 EducationalStandards | Children entering Pre-school and school with communication and language development below their chronological ages.  Children in upper KS2 are below their non PP peers in core subjects. This gap is particularly evident in Y5. Assessments and observations indicate that both disadvantaged and non-disadvantaged children have gaps in their phonetic knowledge and understanding.  |
| 2 Learning Behaviours  | In KS1 children need support to develop learning behaviours, resilience, social skills and independence. Children entering Pre-school and YR with PSED below that of their chronological age. Children’s development has suffered due to a lack of social learning and interaction. Children whose low self-esteem, low levels of emotional wellbeing and poor behaviour are having a negative impact on their progress and attainment. Self exiting and non compliance with instructions is impacting negatively on progress and attainment  |
| 3 Attendance  | Attendance of Pupil premium children was 92.1 %, compared to non-pupil premium of 94.6%. This impacts on children’s learning, confidence and resilience within class.   |
| 4 Reading | Assessments, observations and discussions with children indicate both disadvantaged and non-disadvantaged children have underdeveloped reading skills and do not read widely or regularly at home.  |

## Intended Outcomes/Teaching priorities for the current academic year

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**  |
| **1** Improved outcomes in Reading- writing & Maths in upper KS2  | 60% ( 3/5) PP pupils reach EXS on SATS 2025 for Reading- Writing & Maths 80% ( non-SEND) in Y5 reach EXS by end of 2024/35 for Reading- Writing – Maths  |
| **2** To achieve and sustain improved behaviour and learning behaviours for all children in our school  | To ensure that children enter YR school-ready To develop children’s social learning and interactionTo promote learning behaviours across the schoolTo adapt a targeted ‘thrive’ approach to address poor behaviour and SEMH needs  |
| **3** To track **attendance** and to aim to reduce Pupil Premium persistent absences. | Pupil Premium persistent absences are reduced in KS2 2024-25Attendance of Disadvantaged children is in line with Non Disadvantaged children and this has impacted on children’s learning, confidence and resilience within class.  |
| **4** To further develop reading the school and at home | Pupils reading standards are in line with National attainment % Teacher’s have an evidenced based approach to teaching of reading comprehension and fluency.  |

**Activity in this academic year**

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching

Budgeted Cost: £ 5000.00

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number addressed**  |
| Effective teaching sequence for reding & WritingDeveloping a ‘Mastery’ approach in Maths  | Work with Mangotsfield English Hub supporting reading & writingEEF approach to writing – and research school  | 1,4,  |
| Ensure MyPLan targets and advice guidance from external agencies is adhered to in class   | Initial observations show that ‘adjustment’ is not developed in school and interventions are not linked to My Plan and EHCP targets closely enough.  | 1  |
| Enhancement of our Maths teaching in KS2 in line with DfE and FFR guidance. Funding of teacher/subject lead release time to embed key elements of guidance in school and access maths Hub resources.    | The DfE non-statutory guidance has been produced with the National Centre for Excellence on the Teaching of Mathematics (NCETM), drawing of evidence based approaches.  Glow Maths Hub in place to support the skills progression across the school in mixed age classes. [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  | 1 |
| Improve the quality of SEL (Social and emotional learning)   | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The ‘Thrive’ approach is embedded across the school   | 2  |

## Targeted academic support

Budgeted cost: £32500.00 (TA/teacher supported)

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number addressed**  |
| Additional Phonics &fluency sessions targeted at disadvantaged children who have relatively low spoken language skills.   | Targeted phonics interventions and approaches have a positive impact on children, particularly from disadvantaged backgrounds. To use part of the Little Wandle SSP. [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  | 1  |
| Introduction of Thrive plans  | Thrive has been developed over the past 25 years, with its architects drawing from a wealth of research and experience in social work, psychotherapy and education. Thrive is a social and emotional development model that looks at children and young people's needs and provides responses and activities to engage them with life and learning. |  |

## Wider strategies

Budgeted cost: £ 5000.00

|  |  |  |
| --- | --- | --- |
| **Activity**  | **Evidence that supports this approach**  | **Challenge number addressed**  |
| Embedding principles of good practise set out in the DFE’s Improving School Attendance and Gloucestershire Inclusion Team advice.   | The DfE guidance has been informed by schools who have had successful attendance. Improved attendance at Callowell has impacted on pupil progress informed by the DfE guidance and advice from Local Authority Inclusion team.  | 3  |
| To provide positive behaviour and resilience support and role modelling through extracurricular activities. Sports project, music etc.   | There is a positive correlation between increased extra-curricular activities and improved academic performance as well as feelings of self-worth. Wrap around care provides a foundation for effective home school partnerships which have been proven to improve pupil wellbeing and outcomes.  | 2  |
| Financial support is provided to families to ensure that children have inclusive access. Ie: Wrap around care/School visits & Residential  | 2, 3  |

 **Total budgeted cost: £42657.00**