

Layston Church of England First School Pupil Premium Strategy Statement 2024-27

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	140 (150 PAN)
Proportion (%) of pupil premium eligible pupils	30 pupils = 21.4%
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended – you must still publish an updated statement each academic year)</i>	2024-2027
Date this statement was published	Nov 2024
Date on which it will be reviewed	Jan 2025
Statement authorised by	Adele McMurrough
Pupil premium lead	Susie Betley
Governor / Trustee lead	Colin Wilson/Cat Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 860
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£25, 860

Part A: Pupil premium strategy plan - statement of intent

Our intention is to give all our pupils a **chance to shine** in line with our school vision, '**Loving to learn, learning to love, for every child a chance to shine**', irrespective of their background or the challenges they face. Our **Christian Values** underpin everything we do; we are **inclusive** and **nurture** each person as a **child of God**. We intend for all children to make **good progress and achieve high attainment** across the curriculum. The focus of our pupil premium strategy is to **support our disadvantaged pupils** to achieve that goal, including progress for those who are already high attainers.

Susie Betley, our deputy head teacher, is **Inclusion Coordinator**, responsible for coordinating provision and overseeing the implementation and impact for pupils with PPG, SEND, difficulties with mental health and well-being, CLA and those who have a social worker, and young carers. We consider the challenges faced by these vulnerable pupils and the activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not. We do not have any service children currently.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, such as **language development, cultural capital, and a feeling of security and stability**. High-quality teaching has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (see **EEF research and guidance**). Implicit in the intended outcomes detailed below, is the intention that both disadvantaged and non-disadvantaged pupils' attainment is sustained and improved.

Our strategy is also integral to wider school plans for **education recovery following the COVID-19 pandemic**, notably in its targeted support through the recovery premium for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be **responsive to common challenges and individual needs**, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Monitor pupil's attendance, attainment and progress robustly to ensure early intervention.
- Ensure we appropriately challenge our disadvantaged pupils in the work that they are set.
- Adopt a whole school approach in which all staff take responsibility for vulnerable pupils' outcomes and raise expectations of what they can achieve (EEE training delivered by SEA, training delivered around SEND, safeguarding, CP, diversity and inclusion from SLT).

Challenges - this details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Language development</p> <p>Assessments, observations, and discussions with pupils indicate continued underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils when joining the school. These are evident from Reception and are more prevalent among our disadvantaged pupils.</p>
2	<p>Learning - retention of knowledge, vocabulary and key skills (English & maths)</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics. This affects their development as readers and writers so we are prioritising reading for pleasure and promotion of reading in all areas of the curriculum.</p>
3	<p>Life experiences - cultural capital</p> <p>The current economic climate affects our whole school community, including staff. Discussions with our community have highlighted a lack of access to culturally enriching activities and opportunities, and an increased likelihood of lower income families taking holidays during term time to avoid the price rises in school holidays. We are therefore prioritising PPG pupil membership to clubs.</p>
4	<p>Aspiration - Parental engagement & parental confidence</p> <p>Assessments, observations, and discussions with pupils and parents indicate that some parents lack confidence with helping with learning at home, increasing independence, and helping raise aspirations. This is an area where parents need additional guidance and support and we want to work with our vulnerable families to increase their confidence.</p>

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
1.	<p>Language development</p> <p>-Improved oral language skills for pupils eligible for PPG funding.</p>	<p>Pupils eligible for PPG funding make good progress by the end of the year from their starting points. A higher proportion are working at ARE. Pupil assessment shows improving trends. Class teachers and SLT regularly monitor planned interventions for impact - Wellcomm screening & intervention supports development of language in YR. Knowledge Organisers support revision of and use of key language in subject areas across school.</p>
2.	<p>Retention of learning</p> <p>-The retention of learning for pupils eligible for PPG is improved.</p> <p>-PPG children with complex needs including SEND have specific tailored daily/weekly activities that meet their needs and learning styles and enable them to access the curriculum.</p> <p>-Increased progress rate of PPG children working at greater depth across the school.</p>	<p>Pupils eligible for PPG make good progress by the end of the year from their starting points. A higher proportion are working at ARE. QFT and AfL are priorities. Pupil assessment shows improving trends for pupils with PPG. Class teachers regularly monitor QFT & planned interventions for impact, including catch up sessions with ER.</p> <p>Pupils with PPG who are identified as working at greater depth make as much progress as non-disadvantaged pupils identified at greater depth, across the school in maths, reading and writing. QFT and AfL are priorities. We measure attainment and progress by teacher and national assessments.</p>
3.	<p>Enrichment & cultural capital</p> <p>-Increased number of PPG pupils engaged in enrichment activities (after school clubs and school trips)</p>	<p>Priority places for pupils with PPG at school clubs with school trips/piano/RTFC activities subsidised. All pupils eligible for PPG offered a club and more pupils attend experience success, engage positively with peers and behave pro-socially, raising self-esteem and confidence.</p> <p>All pupils eligible for PPG have responsibilities around school to develop the skills of reliability, responsibility and managing routines.</p>
4.	<p>Parental engagement</p> <p>-Parents of pupils eligible for PPG feel support by school in helping their child with learning at home and attendance.</p>	<p>The large majority of PPG pupils read at home regularly and feel supported at home with their school learning.</p> <p>The vast majority of parents of PPG pupils engage with school regarding their child's learning at least each half term.</p> <p>SLT workshops for parents of pupils with PPG - spring term. Questionnaire to go out to parents of pupils with PPG - autumn term.</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Two FT TAs in YR to support language development & retention of learning £5000</i>	Wellcomm screening & interventions delivered daily	1 & 2
<i>CPD and TLA visits (SEND/behaviour, foundations subjects, EY) £5000</i>	TLS visits for English, science & foundation subjects	1 & 2

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

Budgeted cost: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidise 1:1 SEND TA for 3 pupils with EHCPs £8000</i>		1 & 2
<i>Tutoring with ER (Y3&Y4 PPG) £2000</i>		1 & 2

Wider strategies for example, related to attendance, behaviour, wellbeing, enrichment, parental engagement

Budgeted cost: £12 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Clubs subsidised for PPG pupils £8000</i>	EEF research	3
<i>Hudnall residential trip x6 pupils £1500 min</i>	EEF research	3
<i>Enrichment trips and visits £3000</i>		3
<i>Parent workshops</i>		4
<i>Protective Behaviours work 1:1 with SB x2 pupils</i>		4

Total budgeted cost: £10 000 + £10 000 + £12 500 = £32 500

High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning



Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

Extended school time, including summer schools

Wider strategies

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance

Extracurricular activities

Breakfast clubs and meal provision

Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

Part B: Review of the previous academic year - outcomes for disadvantaged pupils

Review of expenditure 2023-24			
Desired outcome	Chosen action/approach	Impact & lessons learned	Cost
HIGH QUALITY TEACHING			
To improve the teaching and learning in school, to enable children to make good progress across the curriculum.	3.Retention of learning QFT – Teacher / TA Continuing Professional Development <ol style="list-style-type: none"> Staff workshop programme HFL training Curriculum development Sharing good practice and lessons learned amongst team Senior Leadership time 	<p>The retention of learning for pupils eligible for PPG has improved. Evidenced by increased attainment from 23-24 in reading, writing, maths.</p> <p>PPG children with complex needs including SEND have specific tailored daily/weekly activities that meet their needs and learning styles and enable them to access the curriculum.</p> <p>Teachers' knowledge of children's start and end-points has improved - allowing more targeted teaching across all subjects. Staff meetings have enabled teachers to share good practice and discuss learning across the school.</p> <p>Staff meetings have allowed teachers to focus on how they adapt their subject to ensure progression from EYFS and identifying endpoints for assessment.</p> <p>Revised curriculum maps include vocabulary progression and end-points. Teachers targeted in their teaching of subject vocabulary and their expectations of vocab that should already be known.</p> <p>There has been a significant improvement of EYFS environment and thorough revision of the curriculum.</p> <p>Data shows an increase in writing attainment that reflects the school's focus on this area and the work completed by English SL and TLA.</p> <p>Evidence: data on P&A/annual reports/lesson observation/PV/KO and assessment end-points</p>	£10 600
	3.Retention of learning Deployment of staff <ol style="list-style-type: none"> Full time TA support within classes Additional MSA hours to support at lunchtimes 	<p>The retention of learning for pupils eligible for PPG is improved.</p> <p>PPG children with complex needs including SEND have specific tailored daily/weekly activities that meet their needs and learning styles and enable them to access the curriculum.</p> <p>Additional SENDCo release time to support pupils with SEND & PPG.</p> <p>Children receive Quality First Teaching and make good progress. Pastoral support is embedded within school. Children have a recognised trusted adult within their class. Younger children gain emotional security from a consistent face within the classroom. The introduction of the Y2 maternity cover from October half term supported pupils with building a relationships with their new CT. Pupil voice evidences that children with PPG feel safe and secure in school, know what to do if they need support and are happy in their learning.</p> <p>Deployment to allow for full time TA support for most of the week, has allowed the following targeted interventions to be provided, as directed by the class teacher: Daily reading for vulnerable children, phonics interventions, focussed in-class support, Write Words, daily sentence writing, sensory circuits, pre-teaching.</p> <p>Extra staffing in Year R, 1 and 2 has allowed children with social and emotional needs to receive targeted support with social skills. The extra support has allowed the class TA to deliver targeted interventions and use anxiety mapping to identify trigger points, as well as support interventions from Rivers PBT.</p> <p>The majority of children have achieved good progress across from their starting points R/W/M, including those with PPG. Where this has not been the case, children have been identified as having a specific need (SEND). Support and/or interventions have been put in place.</p> <p>EoY data - 64% of all children with PPG made good or an above level of progress in reading; 79% in writing and 79% in maths. Where children have not made the expected progress, children are identified as having SEND and/or significant factors affecting progress (e.g. attendance). These children are closely monitored through pupil progress meetings half termly.</p>	£7 535

	School Led Tutoring Qualified teacher (ER) recruited to provide targeted support in small groups, one-to-one before school and in class time in Y4.	Children chosen based on those who were at risk of not making significant progress. The aim was to close the gap. Teacher feedback evidences an increase in children's learning behaviours and positivity. Data shows good progress made for most targeted children. Evidence: application of skills in class/learning behaviours observed/ data on P&A	£2 485
	TOTAL - HIGH QUALITY TEACHING		£20 620
TARGETED ACADEMIC SUPPORT			
<i>To provide targeted teaching to enable children to make good or accelerated progress.</i>	1.Improved oral language skills for pupils eligible for PPG funding.	Pupils eligible for PPG funding make good progress by the end of the year from their starting points. A higher proportion are working at EXS or achieve GLD in YR. Pupil assessment shows improving trends. Class teachers and SLT regularly monitor planned interventions for impact - Wellcomm screening to support development of language in YR. Knowledge Organisers support revision of and use of language in subject areas across school.	£4 600
	5.Home learning	Parents of pupils eligible for PPG feel support by school in helping their child with learning at home.	
	TOTAL - TARGETED ACADEMIC SUPPORT		£4 600
WIDER STRATEGIES			
	4.Behaviour & personal development -Therapeutic responses to behaviour -Weekly MHWB CW -Individual check ins -All CP/CIN/TAF meetings attended	Pupils behave well and are able to self-regulate at an age appropriate level. They have strategies in place that support their behaviour needs and well-being and enable them to learn alongside their peers. Staff make reasonable adjustments for those with additional needs. Pupils have increased independence. All staff trained in TT (Jan 24). Evidence: CPOMS/Behaviour logs/CW plans/classroom adjustments/observation/TT training register	£1 000
	2.Attendance -PA -EBSA pttt -Overall	Attendance rates for pupils eligible for PPG were as low as 82.9% (academic year 22-23) and below the target for all children of 96%. This reduces their school hours and further hinders progress and attainment. Some pupils who were working at greater depth (pre lock down), who are eligible for PPG, are making less progress than other high achieving pupils. Evidence: SIMS/Attendance records/annual reports/pttt documents	
	6.Enrichment Activities -Sports clubs RTYFC -History Off the Page -School trips	All children, including those with PPG, have had enrichment activities built into the curriculum (funded). Sports clubs are attended by a number of PPG children (funded), resulting in improved social and emotional skills and greater physical activity. Evidence: clubs register/pupil books/VL Dashboard/Budget	£2 600
	7.Economic support & guidance -website	EEE training completed by SLT and all staff. There is an Economic Support section of the website and all links are now in place to sign post parents. Evidence: website	
	TOTAL - WIDER STRATEGIES		£3 600
TOTAL SPEND 23-24 £28,820			

Outline the performance of your disadvantaged pupils in the previous academic year.

PPG attendance 23-24: 85%

Whole school attendance 23-24: 93%

PPG pupils 23/24	Reading at EXS or GDS	Writing at EXS or GDS	Maths at EXS or GDS	Analysis 24 – Teacher assessment (All) Parental engagement a focus for this year to support breaking down barriers to learning needed - see SDP 24-25 priority 3. All PPG children that did not reach EXS in writing and maths also had SEND.
Y1	50%	50%	75%	
Y2	0	33.3	33.3	
Y3	80%	60%	60%	
Y4	0%	0	50%	
All	43%	35.7%	57%	

Phonics data	21/22	22/23	23/24	Analysis 24 – national phonic screening (Y1) There has been a slight increase on last year but over 3 years there is a significant drop. No PPG passed but 66% of those PPG have SEND. Parental engagement and reading at home a focus for the year and a review of the phonics scheme. Training for Y1 team to support phonics teaching to increase competence – See SDP 24-25 priority 1.
Y1	85.2%	58.6%	62.1%	
23/24 - Y1 Phonics PPG 4 out of 5 took the test (1 disappled) 3 out of 5 pupils passed = 60%.				

EYFS ASP data	21/22	22/23	23/24	Analysis 24 – Early Years Foundation Stage Profile (YR) Radical overhaul of curriculum and environment needed and implemented. 3 EHCPs in this cohort with staffing changes over the year. We now have a consistent and stronger environment and team to start the year - See SDP 24-25 priority 1. Data analysed at Pupil Progress meetings half-termly and gap analysis completed with TA and CT. Interventions in place to support C&L, PSED, reading/phonics.
GLD All	50%	63%	60%	
GLD PPG	0%	40%	60%	
23/24 – YR PPG 3 out of 5 pupils achieved GLD 60%				

MTC Y4	21/22	22/23	23/24	Analysis 24 – Multiplication Tables Check (Y4) Y4 PPG pupils – 1 pupil absent during test window, 1 pupil 19
Average score /25	21.5 (NA 19.8)	19.3 (NA 20.2)	19.8 (NA 20.6)	