

Pupil premium strategy statement – Lower Peover CE Primary School

This statement details our school's use of pupil premium (and recovery 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	204
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sharon Dean (Head Teacher) David Bradley (School Inclusion Manager)
Pupil premium lead	Sharon Dean and David Bradley
Governor / Trustee lead	Debbie Rutter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,375
Recovery premium funding allocation this academic year	£ N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year	£19,375

Part A: Pupil premium strategy plan

Statement of intent

At Lower Peover C of E Primary School, we use Pupil Premium to fund some important roles in our school. These roles are focussed on raising standards, especially in English and Mathematics, as well as ‘diminishing the attainment gap’ for those pupils who are not on track to be at age related expectations and/or have not made as much expected progress.

Challenges

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

Challenge number	Detail of challenge
1 (C)	Waiting lists for external services eg CAMHS and threshold of criteria required for support.
2 (D)	Lack of enrichment experiences/opportunities for children.

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
To support children to develop their emotional language and well-being.	Children will know strategies that will support them in developing a better mind set so, they keep trying with their work, even if they encounter difficulties in school or their personal life
	To ensure support strategies are in place through quality first teaching and relevant support plans. – see SENCO.
Ensure all children contribute to school and beyond as responsible, respectful, and active pupils. .	Children will contribute and take part in the school Young Christian Leaders.
	For children to access enrichment experiences and other opportunities.

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: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervising: £400	<ul style="list-style-type: none"> See School Impact Plan Past impact of ELSA sessions and sessions with HLTAs, TAs and Inclusion Manager see school self-evaluation summary 	1 (C)
Inclusion Manager: £3300		1 (C)

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

Budgeted cost: £13,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia assessment £3000	<ul style="list-style-type: none"> Jigsaw PSHE programme provided a detailed progressive programme from EYFS to Y6. Jigsaw incorporated the statutory RSHE policy approach. 	1 (C)
ELSA 10 hours weekly £9880		1 (C)
JIGSAW cost: £1000		1 (C)

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

Budgeted cost: £1,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NEP (Northwich Educational Partnership) cluster £208	<ul style="list-style-type: none"> All pupils equal access to the wider curriculum and the opportunities that the school offers. 	1 (C)
Residential PGL (Y6): £250 Petty Pool: £450 Foxhowl: £110		2 (D)

Total budgeted cost: £19,130

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Evaluation 2022-2023
Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties.	Achieved – continuing into 2023/24 to develop even further.
To ensure support strategies are in place through quality first teaching and relevant support plans.	Support in place is effective and children are progressing from their starting points. Teachers deliver high quality support that allows all children to work towards their potential.
Children will contribute and take part in the School Christian Leaders	Achieved – the children enjoy playing a role within school and saring our Christian values and ethos with others.
For children to access enrichment experiences and other opportunities.	Achieved – we offer a wide range of experiences in school, for all children.
Please refer to 'further information' for 2022 – 2023 data.	

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information

Current attainment			
July 2023	<i>Pupils eligible for PP (Lower Peover)</i>	<i>All Pupils (Lower Peover)</i>	<i>All Pupils (national average)</i>
Early Years and Foundation Stage			
% achieving 'Good Level of Development' (GLD)	2 100% GLD	86%	2022 – 65.2%
Key Stage One			
% Achieving expected level in Phonics	1 100%	90%	2022 - 75.5%
Key Stage Two			
% achieving expected standard in Y2 Reading	N/A	90%	2022 - 67%
% achieving Greater Depth in Reading	N/A	20%	2022 - 18%
% achieving expected standard in Y2 Writing	N/A	83%	2022 - 58%
% achieving Greater Depth in Writing	N/A	10%	2022 - 8%

% achieving expected standard in Y2 Mathematics	N/A	90%	2022 - 68%
% achieving Greater Depth in Mathematics	N/A	3%	2022 - 15%
Key Stage Two			
Key Stage 2 Progress in Reading	N/A	N/A	N/A
% achieving expected standard or above in Y6 Reading	(2/2) 100%	93%	2022 - 74.5%
% achieving Greater Depth in Reading	%	50%	2022 - 27.8%
Key Stage 2 Progress in Writing	N/A	N/A	N/A
% achieving expected standard or above in Y6 Writing	(2/2) 100%	97%	2022 – 69.5%
% achieving Greater Depth in Writing	%	33%	2022 – 12.9%

Key Stage 2 Progress in Mathematics	N/A	N/A	N/A
% achieving expected standard or above in Y6 Mathematics	(2/2) 100%	97%	2022 – 71.4%
% achieving Greater Depth in Mathematics	%	43%	2022 – 22.5%
% achieving expected standard or above combined (R, W & M)	(2/2) 100%	93%	2022 – 59%
% achieving Greater Depth combined (R, W & M)	%	13%	2022 – 7%