

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	205
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
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	£22,825
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	£22,825

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: £5,400

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)
Staff meeting on mental health- £500		1 (C)
Mental Health Training Dfe funded £1200		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: £5,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Young Christian Leader Resources £1000	<ul style="list-style-type: none"> • The voice of the child and their rights through recognised avenues. • Increasing need for FSW • All pupils equal access to the wider curriculum and the opportunities that the school offers. 	2 (D)
NEP (Northwich Educational Partnership) cluster £208		1 (C)
Family Support Worker £1200		1 (C)
Residential Condover Adventure £1200; Burwardsley: £1600; Foxhowl: £400		2 (D)

Total budgeted cost: £24,888

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Evaluation 2021-2022
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.	All success criteria were achieved. As school now has a waiting list for ELSA support and working with external agencies, this approach will be continued in 2022-2023
All children will contribute and take part in the school achieving the 'Rights Respecting School' Silver Award.	Both staff members left, and the award was not completed – will be reviewed in 2022-2023. However, it is felt that a clearer focus on school Young Christian leaders, incorporating the ethos group etc. would be better for the children at Lower Peover.
To ensure support strategies are in place through quality first teaching and relevant support plans. – see SENCO.	Fully achieved. School to continue the same approach during 2022-2023.
For children to access enrichment experiences and other opportunities.	All success criteria were achieved, and children had experiences they had missed during the pandemic
Please refer to 'further information' for 2021 – 2022 data.	

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 2022	<i>Pupils eligible for PP (Lower Peover)</i>	<i>All Pupils (Lower Peover)</i>	<i>All Pupils (national average)</i>
<i>Early Years and Foundation Stage</i>			
% achieving 'Good Level of Development' (GLD)	<i>1 -0% GLD</i>	<i>83%</i>	<i>2019 – 77%</i>
<i>Key Stage One</i>			
% Achieving expected level in Phonics	<i>0</i>	<i>97%</i>	<i>72%</i>
<i>Key Stage Two</i>			
% achieving expected standard in Y2 Reading	<i>(2/4) 50%</i>	<i>84%</i>	<i>2019- 62%</i>
% achieving Greater Depth in Reading	<i>0%</i>	<i>24%</i>	<i>2019-29%</i>
% achieving expected standard in Y2 Writing	<i>(3/4) 75%</i>	<i>80%</i>	<i>2019-73%</i>
% achieving Greater Depth in Writing	<i>0%</i>	<i>16%</i>	<i>2019-19%</i>
% achieving expected	<i>(3/4) 75%</i>	<i>76%</i>	<i>2019-83%</i>

standard in Y2 Mathematics			
% achieving Greater Depth in Mathematics	0%	28%	2019-25%
Key Stage Two			
Key Stage 2 Progress in Reading	N/A	N/A	N/A
% achieving expected standard or above in Y6 Reading	(1/3) 33%	93%	2019-73%
% achieving Greater Depth in Reading	0%	41%	2019-27%
Key Stage 2 Progress in Writing	N/A	N/A	N/A
% achieving expected standard or above in Y6 Writing	(2/3) 66%	86%	2019-78%
% achieving Greater Depth in Writing	0%	24%	2019-20%
Key Stage 2 Progress in Mathematics	N/A	N/A	N/A
% achieving expected	(2/3) 66%	90%	2019-79%

standard or above in Y6 Mathematics			
% achieving Greater Depth in Mathematics	0%	24%	2019-27%
% achieving expected standard or above combined (R, W & M)	(1/3) 33%	86%	
% achieving Greater Depth combined (R, W & M)	0%	24%	