

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	The Piggott School: Charvil Primary
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr D Gray
Pupil premium lead	Mrs C Waite
Governor / Trustee lead	Mrs M Newman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,810
Recovery premium funding allocation this academic year	£0
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	£29,810

## Part A: Pupil premium strategy plan

### Statement of intent

#### The Piggott School & The Pupil Premium

The Piggott School's Christian Vision of "Go and do likewise" (Luke 10: 25 – 37) underpins the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress and allow all pupils to "live life in all its fullness." These barriers are often complex, so we provide bespoke practical, emotional, aspirational, and academic support. Our focus is on the whole child prioritising equality of opportunity to participate in the wide range of enrichment and character-building activities that the school provides.

At Charvil Primary our curriculum offer provides a caring environment based on our Christian Vision and Values. Children are encouraged to help each other and receive help when they need it, as exemplified by our school's Christian Vision to live with love and compassion, seeking help in times of need.

Our school aims are:

- To provide a caring environment based on our Christian Vision and Values
- To develop enquiring minds capable of independent thought
- To promote the value of lifelong learning
- To be open to new ideas
- To encourage respect and tolerance

Under new leadership, a new 3 year plan has been developed to address existing gaps in progress for all students. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

### Challenges

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

Challenge number	Detail of challenge
<b>1</b> <b>Academic</b>	Changes were made to the curriculum in 2023/2024, therefore teachers need time to embed these changes. Drive to improve outcomes for all groups in EYS/KS1/KS2
<b>2</b> <b>Emotional Wellbeing</b>	Disadvantaged pupils with SEMH/SEND are struggling to regulate and access learning, this can lead to escalations in behaviour. There is a need to develop strong emotional wellbeing and a readiness to learn for these learners.
<b>3</b> <b>Oracy</b>	Our children need to develop their oracy skills to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers, and to express views confidently and appropriately. <a href="https://oracy.inparliament.uk/news/oracy-appg-responds-cracks-our-foundations-report-attainment-gap-primary-schools">https://oracy.inparliament.uk/news/oracy-appg-responds-cracks-our-foundations-report-attainment-gap-primary-schools</a>

	Language – There has been a nationally identified gap in attainment following lockdowns between those eligible for PP and all other pupils. This is also the case at Charvil.
<b>4 Reading</b>	To close the attainment gap in Reading. The gap between disadvantaged pupils and all others is evident even when children begin school at age 5 and grows bigger at every stage of education afterwards. Education Endowment Foundation Attainment Gap Report <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333</a>
<b>5 Writing</b>	To close the attainment gap in Writing. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1702264170">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1702264170</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a>

## 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
<b>Academic</b> <ul style="list-style-type: none"> <li>To close the gap between disadvantaged and non-disadvantaged in KS2 in reading, writing and maths.</li> <li>To track disadvantaged pupil's progress more closely</li> </ul>	<ul style="list-style-type: none"> <li>The gap between disadvantaged pupils and non-disadvantaged pupils decreases</li> <li>Teachers systematically identify gaps in all students' knowledge, including disadvantaged students, using formative assessment.</li> <li>Use of 'Insight' to enable teachers to have a good understanding of disadvantaged pupils' progress and attainment.</li> <li>Develop assess and record small steps of progress for PP/ SEND learners</li> </ul>
<b>Emotional Wellbeing</b> <ul style="list-style-type: none"> <li>To build emotional well-being</li> <li>To support pupils with self-regulation to be ready to learn</li> <li>To improve resilience and readiness to learn in the disadvantaged cohort.</li> <li>To meet the SEND needs of pupils drawing on professional support</li> </ul>	<ul style="list-style-type: none"> <li>Approach to behaviour is relational and therapeutic following whole staff training</li> <li>Develop the use of a SEND room</li> <li>Continue to embed 'Zones of regulation' across the school</li> <li>Nurture approach developed</li> <li>Training and guidance from external behaviour support will develop skills in supporting pupils with SEND and SEMH</li> <li>More children take part in a range of enrichment activities, such as musical activities, sporting events and clubs</li> </ul>
<b>Oracy</b> <ul style="list-style-type: none"> <li>To embed Oracy in teaching and learning across the school.</li> <li>To raise the profile of Oracy</li> </ul>	<ul style="list-style-type: none"> <li>Oracy unpins the curriculum and is seen as a way to deepen and enhance pupils' knowledge and understanding.</li> <li>Oracy techniques are used in every lesson</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils can articulate their thoughts because they have been explicitly taught how to talk</li> <li>• Teacher talk in lessons is reduced</li> </ul>
<p><b>English - Reading</b></p> <ul style="list-style-type: none"> <li>• Embed the reading curriculum using the DfE Reading framework recommendations</li> <li>• To ensure pupils leave KS1 with strong phonological understanding, support those in KS2 who need additional phonic teaching.</li> <li>• To close the attainment gap at KS2</li> <li>• To develop pupil's love of reading</li> </ul>	<ul style="list-style-type: none"> <li>• Rocket Phonics scheme is delivered successfully to EYFS and KS1, phonic interventions support KS2 pupils</li> <li>• Reading curriculum fully embedded</li> <li>• Reading mentors support KS1 readers</li> <li>• Participation in author visits and trips promote the love of reading</li> <li>• Library continues to be regularly used</li> <li>• Speech and Language therapy provided by therapist in school – 1 day a week</li> </ul>
<p><b>English - Writing</b></p> <ul style="list-style-type: none"> <li>• To close the attainment gap in Writing</li> <li>• Embed and refine the Writing curriculum</li> <li>• To embed recommendations from the EEF (Improving literacy in Key Stage 1 and ks2)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing overview reviewed, recommendations from EEF included.</li> <li>• Targeted feedback, review marking and feedback policy</li> <li>• Staff training on how to teach writing will improve teaching of writing and therefore raise the attainment of all children, particularly those who are disadvantaged</li> <li>• Moderation opportunities in school and across the SLA</li> </ul>

## 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD package purchased and to be delivered in-house using resources, in order to improve quality first teach across the school; this includes: training on challenge for all, oracy, questioning, scaffolding, effective feedback.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333</a>	1,3,4,5
Staff training on behaviour management approaches (in particular for children with additional needs) with the aim of developing our school ethos and improving behaviour across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2,3,4,5
Embed Voice 21 Oracy project	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,5

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

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy – weekly SALT Therapist in school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,3,5
Use of assessment tools such as Salford reading test to assess small steps of reading progression, supporting early intervention and better adapted teaching.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	3,4
Pupils who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4,5
Employment of a pastoral and behaviour support worker to support children's emotional development	<a href="#">Social and emotional learning   EEF</a>	2, 3
Social and emotional learning – Nurture Groups, training TA's to run nurture sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme of subsidised trips and visits to support the	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2

curriculum and to offer pupils opportunities they would otherwise not participate in.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
Development of SEND room, incorporating nurture principles. Boxall assessment tool to assess impact.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2

Total budgeted cost: £36,000

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### 2023 – 2024

Embedding a set of pedagogical approaches, such as adaptive teaching methods, addressing misconceptions, scaffolding and careful questioning have been effective in closing learning gaps in all learners, but specifically our disadvantaged learners.

A development of a culture, where there are high expectations of every child has also led to positive progress for our disadvantaged pupils.

Prioritising the development of emotional literacy and oracy skills significantly benefited our disadvantaged learners. Learning walks demonstrated our approach is leading to increased pupil engagement, enhanced confidence in expressing their thoughts, and improved academic outcomes.

The implementation of the Zones of Regulation provided children with valuable tools to identify and name their emotions. This framework empowers them to develop strategies for self-regulation, supporting them to return to learning. Targeted support through nurture sessions had a positive impact on our children, equipping them with the tools to process emotions effectively and develop essential social skills.

Regular contact with school for disadvantaged families has led to a high level of trust and co-operation, and improvements in attendance.

#### **KS2 SATS:**

Attainment at expected standard for disadvantaged in reading, writing, maths and GPS is above national and local. (School 67% combined, National 46%, local 34%)

The gap between disadvantaged and non-disadvantaged within the cohort was 2%.

#### **Multiplication tables check:**

Nationally, the average attainment score of disadvantaged pupils 18.9. Our attainment score was 8. This cohort presents with significant need, 75% of the disadvantaged pupils in this group have EHCPs and bespoke curriculums.

#### **Phonics Screening:**

67% of disadvantaged pupils passed the phonics screening at the end of Year 1 compared to the national figure of 68%.

#### **EYFS:**

No disadvantaged children in the cohort.