

# Pupil premium strategy statement

This statement details Pendle Primary Academy'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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Pendle Primary Academy
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2023/24, 2024/25, 2025/26
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	S Thompson
Pupil premium lead	S Thompson (Supported by L Groves)
Governor / Trustee lead	A Littlewood

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total PP budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,560

# Part A: Pupil premium strategy plan

## Statement of intent

Children at Pendle Primary Academy will achieve highly across the curriculum through quality first teaching, targeted academic support and wider activities. Disadvantaged pupils will access quality teaching and support led by trained professionals, as well as a robust curriculum offer which supports all children in achieving their full potential.

At Pendle Primary Academy, we provide pastoral support for both children and families which are identified by the school as those who are vulnerable. We aim to increase attendance for disadvantaged pupils, and work with a Child and Family Wellbeing Lead to ensure that children and their families are appropriately supported. In this way we aim to diminish the differences between our disadvantaged pupils and their non-disadvantaged peers, providing them with support to enable them to experience the full learning experience that the school has to offer.

We offer a wide range of opportunities both in and out of school to raise the cultural capital and broaden the ambitions of our disadvantaged children and their families. We work in conjunction with our parents to raise the expectations for our children. In doing this, we impact positively upon children's academic outcomes as well as their mental health and well-being.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To increase the proportion of disadvantaged pupils in school who achieve or exceed nationally expected progress rates.
- To support the health and wellbeing of our pupils and their families to enable them to access learning at an appropriate level.

We aim to achieve these through:

- Ensuring that teaching and learning meets the needs of all pupils.
- Providing appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are met.

Recognising that not all pupils who are socially disadvantaged will be registered or qualify for free school meals, and therefore supporting any pupils or groups of pupils within the school that have been legitimately identified as being socially disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	Deprivation in the local area means that PP children in school have limited life experiences and can struggle to engage in the curriculum due to a lack of cultural capital.
2	Children have high needs for their emotional health and wellbeing.
3	Communication, language and reading skills are low upon entry to school, due in part to limited use of English within family homes, and exacerbated by the legacy of the Covid-19 pandemic.
4	Attendance of children is impacted by extended family holidays.

## 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
<i>Challenge 1</i> – Children in school have had access to a wide range of life experiences and have developed greater cultural capital through these, enabling them to engage in the curriculum.	<p>Children participate in a range of activities, including extra-curricular clubs as well as curriculum enrichment to provide a stimulus for learning.</p> <p>Children have increased capacity to access learning independent of additional support.</p> <p>Children show increased participation in school sports leading to increased health and fitness.</p>
<i>Challenge 2</i> - Children emotional health and wellbeing needs are met, enabling them to access their learning and better regulate their behaviours and emotions.	<p>Children and families feel appropriately supported by the school in meeting their emotional health and wellbeing needs.</p> <p>Staff are more available for whole classes/group interventions as a result of declining disruptions to lessons and learning.</p>
<i>Challenge 3</i> – English communication, language and reading skills progress rapidly on entry, reducing this barrier to learning and allowing a greater proportion of children to independently access the demands of the school's curriculum.	Pupil Premium achievement compares favourably to available national benchmarks – attainment is at least in line with national at Key Stage 2.

<p>Children are effectively taught skills underpinning Oracy, encouraging linguistic skills in all areas of the curriculum, supporting a better understanding of their learning and improving social mobility in later life.</p>	<p>Oracy remains a key tool underpinning school development; the academy exemplifies strong practice is delivering Oracy to all children, and is now an accredited Oracy Centre of Excellence.</p> <p>Parents are engaged to support their children and increase their own confidence in basic skills; there is a wide range of support offered to parents to help them develop these skills and confidence levels.</p>
<p><i>Challenge 4</i> – Parents and families are positively engaged with school attendance, and avoid extended holidays in term time.</p>	<p>Attendance of Pupil Premium children to be at least in line with national figures.</p> <p>Levels of persistent absenteeism amongst children eligible for the Pupil Premium to be at least in line with national figures.</p>

## Activity in this academic year – 2024/25

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.	1, 2, 3
Members of staff to access CPD on mentoring and coaching others.	EEF tiered approach states that teaching is the top priority, including CPD. We recognise that supporting staff to develop their pedagogy is important to ensuring the quality of teaching.	1, 2, 3
Support wider staff CPD through appointment of a dedicated CPD lead.	EEF tiered approach states that teaching is the top priority, including CPD. We recognise that supporting staff to develop their pedagogy is important to ensuring the quality of teaching.	1, 2, 3
Developing a dialogic classroom, including CPD for all staff members to refresh/retrain on teaching in a dialogic classroom.	Links between oral language skills and literacy, as well as broader educational outcomes, have frequently been highlighted in academic literature, in particular for younger children and those who struggle to learn to write (including those with a related form of special educational need). EEF – oral language interventions consistently show positive impact on learning. (+6 months)	3

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support targeted children to help raise progress and confidence	Interventions provide intensive learning support in small groups to enable children to progress. The EEF supports small group work as a key to success.	1
Speech and language therapist employed to work on communication skills with targeted children, supported by an additional level 3 TA for wider outreach	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge (+6 months).	3
Specialist teacher employed to provide direct access for staff and children to specialist input at point of need.	EEF recognises the importance of targeted provision for pupils with SEND. Skilled professionals supporting the education of the most vulnerable children has a positive impact on pupils' progress and improving attendance.	1, 3, 4

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

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School employs two counsellors, as well as a family support worker / attendance officer to work closely with children at risk of crisis and/or absence.	EEF Teaching and Learning Toolkit states that supporting parental engagement, including general support with families in crisis can have a moderate effect on pupil progress (+4 months), as well as improving attendance.  Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.	2, 4

Breakfast club to enable a soft landing into school for targeted children.	Skilled professionals providing care to the most vulnerable children has a positive impact on pupils' progress and improving attendance.	2, 4
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**Total budgeted cost: £ 157,000**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

*The appendices following this page show a summary document of internal assessment measures taken in Summer 2024. Assessment in Year 6 EYFS are statutory and are standardised. All other year group assessments are subject to our school moderation procedures but not standardised.*

## Externally provided programmes

Programme	Provider
Oracy Schools membership, plus Centre of Excellence Accreditation	Voice21



## APPENDIX – Pendle Primary Academy Data summary 2023/24

### Reading

Year Group	Proportion of pupil premium children working at or above age-related expectations	Proportion of non-pupil premium children working at or above age-related expectations	Difference*
6	71%	69%	+2%
5	61%	51%	+10%
4	55%	51%	+4%
3	57%	39%	+18%
2	62%	68%	-6%
1	69%	73%	-4%
R	27%	60%	-33%

### Writing

Year Group	Proportion of pupil premium children working at or above age-related expectations	Proportion of non-pupil premium children working at or above age-related expectations	Difference*
6	64%	65%	-1%
5	44%	54%	-10%
4	55%	42%	+13%
3	38%	28%	+10%
2	54%	62%	-8%
1	56%	57%	-1%
R	27%	53%	-26%

## Maths

Year Group	Proportion of pupil premium children working at or above age-related expectations	Proportion of non-pupil premium children working at or above age-related expectations	Difference*
6	77%	73%	+4%
5	65%	60%	+5%
4	75%	63%	+12%
3	57%	41%	+16%
2	62%	64%	-2%
1	63%	70%	-7%
R	33%	62%	-29%

\* A positive difference value indicates that pupil premium children have higher attainment than non-pupil premium children. A negative difference value indicates that pupil children have lower attainment than non-pupil premium children.