

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	Lindow Community Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024, 2024-2025, 2025-2026
Date this statement was published	31 st October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	FGB
Pupil premium lead	T.O'Keefe
Governor / Trustee lead	J. Breakell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,280
Recovery premium funding allocation this academic year	£646
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	£23,926

Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives for all disadvantaged pupils are:

- To have high levels of attendance and punctuality
- To fulfil academic potential
- To feel socially and emotionally safe and secure, with talents and interests developed and nurtured
- To equip pupils with the knowledge and cultural capital experiences they need to succeed in life, through a broad and balanced curriculum and extra-curricular experiences

Our current pupil premium strategy plan works towards achieving those objectives by focusing on the following:

- **Teaching**
Access to high quality CPD for all staff to ensure systematic practice across the school.
- **Professional development:** identified CPD to improve quality of teaching and assessment across the school.
- **Targeted academic support**
Same-day interventions
Small group booster sessions
One-to-one support
- **Wider strategies**
Social & emotional targeted group/1:1 support
Attendance support from Cheshire East
Parental engagement
Extra-curricular and enrichment clubs and trips

The key principles of our strategy plan are:

- Identify and address CPD/teaching needs via robust performance management & data analysis
- Use diagnostic assessments to identify the specific elements of education that pupils are finding challenging, rather than performance in whole subjects.
- Address attendance & punctuality issues on a family by family basis, offering in school support and the Education Welfare Service where needed

- Survey pupils to ensure a range of activities they are interested in are offered and engagement encouraged and celebrated.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children who also have SEN
2	Gap between academic achievement in R/W/M
3	Social & Emotional needs impacts on academic progress
4	Attendance & punctuality levels are lower

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
Increased attainment & progress	Children make progress from their starting points that is at least in line with expected, if not accelerated, leading to increased levels of attainment
Attendance & punctuality is good	Children achieve 95+% attendance and are not late for school
Good levels of wellbeing	Pupil voice via sessions identify good levels of wellbeing & strategies for managing negative emotions
Range of cultural capital experiences	Participation in at least one enrichment activity per term

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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one reading & Reading Recovery with specialist reading teacher	A specialist reading teacher to support across Early Years and Y1 enables our youngest children to reach GLD and master basics such as phonics. Further capacity enables children to make accelerated progress from their starting points.	Bottom 20% of readers in Reception & Y1
TAs in every class for at least 0.5 of teaching time	Highly skilled TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.	All children across school – flexibility and targeted support for all 'borderline' children, to be on track to achieve ARE, or GDS

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic one to one assessments e.g. Sandwell, NTS Assessments	Enables teachers & TAs to pinpoint support for children according to gaps in learning, particular next steps	Sandwell – individuals as identified that need 'catch-up' NTS Assessment – all children termly from Y1 – 6 in reading & mathematics

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to work with attendance support worker from Cheshire East	Support from Cheshire East to look at improving attendance figures for the whole school, especially those disadvantaged children. Review of practice in school to promote high attendance.	Whole school – 181 pupils.
Extra-curricular club places/ enrichment offer	Support for disadvantaged children by giving access to differing enrichment opportunities	16 pupils
School Trips	Disadvantaged children whose families need support in funding school trips	16 pupils

Total budgeted cost: £ 24,000