

# Lower School Pupil Premium Strategy Statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Preston Manor Lower School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	25/10/2024
Date on which it will be reviewed	July 2027
Statement authorised by	Russell Denial Executive Headteacher
Pupil premium lead	Kevin Atkinson Head of Lower School
Governor / Trustee lead	Suzana Pramanik

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,560
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total 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

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<b>Lowest 20% of readers</b> - Of our lowest 20% of readers across KS1 and KS2, 19% of these are pupil premium children
4	<b>Recruitment</b> of high calibre staff to ensure quality first teaching
5	<b>Attendance - Improve Pupil Premium attendance at school. Current attendance figures for PP children in the academic year 23-24 was 94%.</b>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading and maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Percentage of disadvantaged KS1 and 2 pupils falling into the lowest 20% of readers gets smaller	In school tracking data of lowest 20% of readers shows a reduction of KS2 pupil premium children in the lowest 20% of readers reduces from 27% to 19%
High quality teaching	At least 90% of pupils in classes make expected progress
Improved attendance at school	Attendance above 95% for pupil premium children leads to improved academic progress and a narrowing of the gap between pupil premium and non pupil premium children.

## 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: £102,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2 and 3

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 and 3</p>
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> website support to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 and 3</p>
<p>Recruitment of high quality teachers; offering school placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs</p>	<p>Recruitment of high quality teachers; offering school placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs</p>	<p>1, 2, 3, 4 and 5</p>
<p>High quality classroom teaching to ensure positive outcomes for pupils, with a focus on feedback, challenge and differentiation approaches (including Lead Practitioner support)</p>	<p><i>EEF Teaching and Learning Toolkit.</i>  “Providing feedback is a well-evidenced strategy and has a high impact on learning outcomes.”</p>	<p>1, 2, 3, 4 and 5</p>

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

Budgeted cost: £20,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2 and 3
In-class interventions, including 'Talk Boost' to address gaps in learning and increase progress.	EEF Teaching and Learning Toolkit: "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."	1, 2 and 3

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

Budgeted cost: £21,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support high attendance and punctuality to school by removing barriers and providing guidance for improvement.	Evidence shows a clear link between good attendance and progress	1, 2, 3, and 5
Develop parental engagement and communication to support their child's learning and maximise their progress.	EEF Teaching and Learning Toolkit: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <a href="#">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead	1, 2, 3 and 5

	to learning gains of +3 months over the course of a year.”	
Therapeutic Interventions supports students who need it. Mentoring (ELSA and Seasons for Growth) and counselling (WEST and MHST) to prioritise disadvantaged students LAC coordinator	National and school analysis shows that disadvantaged students are more likely to be excluded than non disadvantaged peers	2, 3 and 5
DIVA to develop a programme of extracurricular activities and pupil leadership opportunities	There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils’ mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills.	1,2, 3 and 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £143,560**

## 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 2024 to 2025 academic year.

Improved oral language skills and vocabulary among disadvantaged pupils.	Data from the 23/24 academic year shows that the percentage of disadvantaged children meeting the expected standard in writing was 70% (5% below non disadvantaged children). This shows that these children had developed and refined their oral language and vocabulary skills sufficiently to be able to use this language and vocabulary in the writing form.
Improved reading and maths attainment for disadvantaged pupils at the end of KS2.	Data from the 23/24 academic year shows that the percentage of disadvantaged children attaining the expected standard in Reading was 70% (2% above non disadvantaged children) and the percentage of disadvantaged children attaining the expected standard in Maths was 70% (10% below non disadvantaged children). The school fell slightly below its ambitious target by the end of the 23/24 academic year of more than 80% of disadvantaged children reaching the expected standard in Reading and maths.
Percentage of disadvantaged KS2 pupils falling into the lowest 20% of readers gets smaller	Data from the 23/24 academic year shows that the amount of free school meal children in the lowest 20% of readers account for only 30% of these readers.

Our disadvantaged children outperformed their non-disadvantaged peers in Reading outcomes. Our disadvantaged children were only slightly below national children in the Reading, Writing and Maths outcomes. In their combined outcomes, our disadvantaged children were only 1% below national children.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*