

Pupil premium strategy statement – Litton Church of England Primary School

This statement details our school'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	46
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	31st December 2024
Date on which it will be reviewed	31st December 2025
Statement authorised by	Caroline Hicks
Pupil premium lead	Caroline Hicks
Governor / Trustee lead	Gill Howland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£8,880

Part A: Pupil premium strategy plan

Statement of intent

Litton Church of England Primary School's 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 work closely with parents and outside agencies / support networks who are involved with Pupil Premium, and research the information shared on the EEF website and by other professional bodies. We use this research and evidence to inform our decisions and support our continuous professional knowledge and understanding of the needs of our pupils.

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. Our intention is the non-disadvantaged pupil's attainment will be sustained and improved alongside progress for their disadvantaged pupils.

Typical common barriers to learning for some of our disadvantaged children within school include: less support at home, poor physical and mental health, attendance, lack of confidence and self-esteem to help their child at home and weaker language and communication skills. The challenges are mixed and teaching, learning and support for families vary depending on their need.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupil needs through termly Pupil Progress Meetings, so that they are fully aware of strengths and weaknesses across the school.

Key Principles

- To ensure high quality teaching, assessment and a curriculum which responds to the needs of pupils and they are challenged in the work that they are set.
- To ensure that appropriate provision is made for pupils by acting early to intervene when a need is identified.
- To ensure a whole school approach is adopted where all staff take responsibility for disadvantaged pupil's outcomes and raise expectation so they can achieve their full potential and be the best they can possibly be.

Objectives

- To embed the school curriculum, so that it builds on the pupils' knowledge and skills to help them to achieve age related expectations which will prepare them for their place as responsible citizens in their community.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To support pupils well-being, emotional and behavioural needs.

Steps to Success

- To develop and ensure pupils receive a knowledge rich, broad and balanced curriculum that builds on knowledge and skills and helps enabling them to develop into independent learners who achieve age related expectations.
- Provide small group tutoring, 1:1 support with experienced staff and specific interventions intended to raise attainment and close the attainment gap.
- Provide well-being and mental health support through the Smilers Programme to support children's behaviour and nurture through a regular nurture and mindfulness group. This support will be led by upskilling staff to ensure provision of activities to engage and promote positive mental health. Also, providing 1:1 support for individuals where required.
- Provide financial support towards activities, educational visits and any residential visits. This will ensure children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	To continue to develop emotional literacy in all pupils with a focus on vocabulary confidence and resilience throughout the wider curriculum. To improve social and emotional needs on pupils which can impact their self-esteem and self-confidence.
2	Some challenges in home environments which impacts on learning, e.g. social, educational needs or health.
3	Some PP pupils have SEN needs or low prior attainment. Internal and external assessments indicate that attainment among a couple of

	disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Ensure disadvantage pupils attendance is over 95% during the academic year.

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
<p>To continue to develop emotional literacy in all pupils with a focus on vocabulary confidence and resilience throughout the wider curriculum. To improve the social and emotional needs on pupils which can impact their self-esteem and self-confidence.</p>	<p>By working with outside agencies, we are supporting the well-being and mental health needs of our disadvantaged children as well as non-disadvantaged. Opportunities are provided to participate in mindfulness or nurture groups to explore and engage in expressing feelings and emotions.</p> <ul style="list-style-type: none"> • pupils are able to articulate in talking about their feelings using the zones of regulation. This is a whole school approach to develop vocabulary to describe feelings and emotions • range of ideas used in school to establish regular in class provision: build resilience to prevent (tier one support for all) • proactive support and intervention if needed (protocols) • whole cohort discussions (age appropriate) about peer on peer abuse, how to keep safe, and online safety.
<p>Improve attainment and progress for pupils eligible for PP in core areas of the curriculum (reading and writing). To raise the progress and attainment in reading and writing with a focus on phonics/spellings for disadvantaged pupils.</p>	<p>Pupils eligible for PP make increased progress (expected progress). They achieved national average progress scores in KS1 and KS2 reading SATs. High quality teaching is evident throughout the teaching of Read, Write, Inc phonics which is monitored through regular drop-ins. KS2 pupils follow the VIPERS format for comprehension and book talk. This allows for high-quality discussions and use of key vocabulary in context. In KS2, pupils follow the Read, Write, Inc Spelling to ensure consistency in approach.</p> <p>Our data shows expected or above attainment of disadvantaged pupils</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • an increase in participation in enrichment activities, particularly among disadvantaged pupils • increase recall (in the form of flashbacks /sticky knowledge) and attainment and pupil participation in lesson review/ contribution. • Improvement of self confidence amongst the pupils, a more positive growth mindset. • Regular assessments and using tracking data show any progress made and is used to identify children who require additional 'hot-spotting' provision or 1:1 additional support.
<p>Some challenges in home environments which impacts on learning, e.g. social, educational needs or health.</p> <p>Ensure disadvantage pupils attendance is over 95% during the academic year.</p>	<p>Pupils can be involved in extra-curricular activities to develop their social skills, being cooperative with others and increasing their self-esteem. By providing a range of free extra-curricular activities it means that the lack of ability to pay does not impact on attendance at clubs or activities.</p> <p>By planning a programme of extra-curricular activities, educational visits and residentials, we are developing the pupils cultural capital and widening their first-hand experiences.</p> <p>Sustained high attendance in 2024/25 demonstrated by: overall absence rate for all pupils to continue to reduce after the pandemic and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced.</p>
<p>Some PP pupils have SEN needs or low prior attainment. Internal and external assessments indicate that attainment among a couple of disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>	<p>Ensure children have pre-teaching opportunities with class teacher / HLTA before the lesson / topic begins. The school curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, working towards clear end points. Medium term plans are in place for all subjects. Curriculum planning is developed and built on previous learning. Class teachers provides support for specific teaching points and scaffolds so PP children can access the lesson in a confident and productive manner.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading and comprehension and follow up using specific curriculum vocabulary and VIPERS strategies.	Staff using the principles of high-quality literacy to teach reading comprehension and develop vocabulary. Improving Literacy in Key Stage 2 EEF	1,3
Pre-teaching in Maths and English for disadvantaged pupils.	Small group specific teaching targeted to needs Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3

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

Budgeted cost: £1780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics / spellings 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 6-12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Pre-teaching used to target specific needs and gaps in knowledge in maths, reading, phonics and writing.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	3

	In small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the social and emotional needs on pupils which can impact their self-esteem and self-confidence.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,4
Staff training linked to mental health and wellbeing – focus on attachment and emotion coaching	Working with outside agencies – Compass/Changing Lives and Early Help Continued with the Smilers Programme from Derbyshire County Council (DCC). Additional training and resources. Behaviour interventions EEF	1,2,4

Total budgeted cost: £8880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We had no disadvantaged pupils in Y6 in 2024. KS2 attainment in Y4 and Y5 for disadvantaged pupils in 2024 are mostly in line or higher in all areas of the curriculum. However, we have a disadvantaged child in Y4 who has underlying learning difficulties in reading, writing and maths and requires 1:1 or small group work support during core curriculum times. Extra support and interventions have been put in place to assist their learning.

We had no disadvantaged pupils in Reception or Y2 in 2024.

Our assessments and observations have indicated that our disadvantaged pupil's behaviour, wellbeing and mental health have still been significantly impacted. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions such as nurture groups (well-being interventions), pre-teaching in maths, English, spellings, phonics and writing, and one-to-one tuition (for recovering work and gap-filling work).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Sports Holiday Programme during October Half-term and Christmas holidays.	Football in Bakewell FC.
Whitehall Residential for Y5/Y6	Whitehall Outdoor Activity Centre
YHA Losehill Residential in Castleton for all KS2 pupils. (March 2024)	YHA
Times Tables Rockstars	TT Rockstars- KS
Numbots for KS1	Wonde
Nessy Learning	Nessy
Educational Visits	Derby Open Centre, Derby- whole school Pizza Express at Buxton Buxton Heritage Centre at the Crescent – water/ healthy eating Chesterfield Pantomime- Cinderella Hope Valley College sporting events with the sports partnership.

	More educational visits planned for later this year.
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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