



## 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	Englefield CE Primary
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Hilary Latimer
Pupil premium lead	Hilary Latimer
Governor / Trustee lead	Emma Barker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360 for the FINANCIAL year. This is the figure in the government's allocation table. In addition, we will receive £2,570 for 1 LAC.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ £12,930</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*Englefield CE Primary is committed to ensuring all our pupils, whatever their circumstances, flourish and achieve their full potential so they go on to be positive, active and well-rounded adults in society. Our Christian vision states that 'every child is special in God's eyes' and we use this to inform our planning and decision-making to provide each child with the educational experiences, enrichment and support they need.*

### Challenges

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

Challenge number	Detail of challenge
1	Home circumstances and parental expectations affect attitude to learning and independence
2	Increased levels of anxiety
3	Fine motor skills
4	Phonics / Spelling
5	EAL

### 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
Parents have a more realistic view of the level at which their child should be performing.	Pupils have appropriate skills and show greater independence and confidence to tackle age-related learning tasks.
Pupils understand how they learn best and how they can support their own learning.	Pupils will demonstrate more independence and self-help skills both in class and when learning at home.
Pupils enjoy lessons and approach their learning with confidence and increased resilience.	Pupils will demonstrate reduced anxiety, greater enjoyment, accelerated progress and will move closer to age-related expectations.

Pupils can complete all age-appropriate tasks that involve a fine motor skill.	Pupils can write, manipulate materials and use scissors correctly and effectively.
Pupils can make their writing understood in and out of context.	Pupils will develop a spelling conscience and will use correct or plausible spellings.
Pupils with EAL show expected levels of progress in the core subjects.	Pupils have a level of English to enable them to confidently access the curriculum and make expected progress.

## 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: £700

Activity	Evidence that supports this approach
<i>Monitoring and follow-up support to ensure quality first teaching of maths in all classes</i>	<i>EEF guide to pupil premium – tiered approach – high quality teaching. Sutton Trust- quality first teaching has direct impact on student outcomes.</i>
<i>TA to support SNAP on 2 Maths</i>	<i>EEF – teacher assistant interventions (+4)</i>
<i>Training of TAs in developing fine motor skills.</i>	<i>EEF – teacher assistant interventions (+4)</i>
<i>TAs to develop their use of STAR and STRAW, including gathering start and end data to determine impact.</i>	<i>EEF – teacher assistant interventions (+4)</i>

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach
<i>Targeted pre-teaching of maths and English content.</i>	<i>EEF – small group tuition (+4)</i>
<i>SNAP on 2 Maths and STAR small group or 1:1 interventions</i>	<i>EEF – small group tuition (+4)</i>
<i>Focused marking and feedback</i>	<i>EEF – feedback (+6)</i>
<i>Plus 1 intervention for key pupils</i>	<i>EEF - mastery learning (+5)</i>

<i>Use 'Socially Speaking' or Lego therapy in small groups to develop listening skills and turn-taking.</i>	<i>EEF – small group tuition (+4)</i> <i>EEF – social and emotional learning (+4)</i>
<i>Fine motor skill support – handwriting, cutting, tweezer work etc.</i>	<i>EEF – individualised instruction (+4)</i>
<i>Toe by Toe intervention for key pupils</i>	<i>EEF - mastery learning (+5)</i>
<i>Targeted intervention books (all core subjects)</i>	<i>EEF – individualised instruction (+4)</i>
<i>Purchase Widgit Online to enable visual timetables and individualised resources.</i>	<i>EEF – individualised instruction (+4)</i>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach
<i>Additional communication between class teacher and parents to explain expectations and give a timescale to complete pupil learning tasks.</i>	<i>EEF – parental engagement (+4)</i>
<i>Enrichment Fridays – one Friday pm per month – pupils are offered a choice of different enrichment activities provided by teachers, support staff, parents and/or visitors.</i>	<i>EEF – Arts Participation (+3)</i>
<i>Funded place at a paid school club for KS2 PPG pupils e.g. iRock</i>	<i>EEF – Arts Participation (+3)</i>
<i>Teachers address learning behaviour with whole class. In-class mentoring by TAs – growth mind set, emotional regulation.</i>	<i>EEF – metacognition and self-regulation (+7)</i>
<i>Classes provide extra-curricular spelling clubs for targeted pupils</i>	<i>EEF - small group tuition (+4)</i>

**Total budgeted cost: £12,700**

## 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.

- 78% of pupils eligible for PPG made expected or accelerated progress in reading
- 78% of pupils eligible for PPG made expected or accelerated progress in writing
- 78% of pupils eligible for PPG made expected or accelerated progress in maths
- 75% of pupils eligible for PPG with EAL achieved ARE or better in reading
- 75% of pupils eligible for PPG with EAL achieved ARE or better in maths
- 44% of PPG pupils were persistently absent, largely due to illness – more work to be done in this area.
- One pupil with an EHCP made a successful transition to a mainstream secondary school.