



Pupil premium strategy statement 2024-27

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 effect that last year's spending of pupil premium had within our school.

School Overview:

Detail	Data
School Name	Antingham and Southrepps Primary School and Nursery
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 (The aims cover 3 years, but we have focused on the funding overview for one)
Date this statement was published	December 2024
Statement authorised by	Miles Elcock – Federation Headteacher
Pupil Premium Lead	Emma Bourner – Federation Deputy Headteacher.
Governor / Trustee Lead	S Vare

Funding Overview:

Pupil Premium funding allocation this academic year	£11, 375
Pupil Premium funding carried forward from previous year.	£0
Total budget for this academic year	£11, 375

Statement of intent 2024 - 2027:

Our ultimate objectives for our disadvantaged pupils are:

- For all disadvantaged pupils in school to meet or exceed national expected progress rates in order to reach age related expectation at the end of year 6, therefore being able to access the KS3 curriculum.
- To continue to narrow the gap between disadvantaged and non-disadvantaged pupils within school over the next three years.
- To reduce the number of extended leave absences further through continued close monitoring and action in relation to overall attendance.
- To raise the expectations and aspirations of both these pupils and their families.

How does your current pupil premium strategy plan work towards achieving those objectives?

- We provide specific staff with CPD for specified researched interventions to be run with targeted groups of children.
- We reduce the class sizes for our daily phonics and whole class reading groups.
- We have an established reading intervention and group interventions to support progress in reading, maths and writing.
- We subsidise educational visits, workshops, and residentials for every year group.
- We fund lunchtime clubs run by an external sports provider.
- We have funded the purchase of new Lego and skipping ropes to support our lunchtime clubs.
- We run weekly Bushcraft sessions throughout the year and have a programme of enrichment opportunities.
- We offer breakfast club and after school clubs at no cost for our most vulnerable pupils.

This is not an exhaustive list and will change according to the needs and support of the pupils as the academic year progresses. What are the key principles of your strategy plan? At Antingham and Southrepps Primary School & Nursery, we recognize that supporting the well-being and mental health of our children is equally as important as raising attainment, so all our priorities are centred around meeting the needs of the whole child. Children need high self-esteem and confidence before they are ready to learn.

Challenges:

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

Challenge number	Detail of Challenge
1	Assessments and observations show that some of our disadvantaged pupils are not making expected progress within maths, reading and writing.
2	Assessments and observations show that some of our disadvantaged pupils are not on track to make at least expected outcomes at the end of Key Stage 1 and 2 in maths, reading and writing.
3	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, and poor motor skills.
4	Assessments and observations show that some of our disadvantaged pupils have social and emotional needs which need addressing to enable them to access the curriculum fully and reach their potential.
5	Observations and discussions show that some of our disadvantaged children are rurally isolated, limiting their life experiences which has been observed to impact on levels of confidence and an understanding of the world to link new learning to.

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
All disadvantaged pupils are making good progress with reading, <i>writing and maths</i>	<ul style="list-style-type: none">• Formative assessments show progress being made within and across lessons and interventions.• Summative assessments show good progress.• Pupils achieve in line with national expectations or above.
Disadvantaged children achieve expected outcomes or higher at the end of Key Stage 1 & 2 in reading, writing (including grammar, punctuation and spelling) and maths.	<ul style="list-style-type: none">• Formative assessments show progress being made within and across lessons and interventions.• Pupils achieve in line with national expectations or above.• Pupils are on track to achieve end of Key Stage expectations by the end of the year
Pupils access a wide range of interventions to meet their SEND needs, including speech and language and mental health referrals and support.	<ul style="list-style-type: none">• As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M
Social and emotional needs are met and no longer cause a barrier to accessing the full curriculum, learning effectively and lacking confidence.	<ul style="list-style-type: none">• Formative and summative assessment through pupil voice, parent survey, observations show impact.• Behaviour records evidence impact.• Higher attainment and progress can be seen through pupil work and assessments.• Higher level of engagement seen within the breadth of curriculum.• Increased resilience observed in pupils.
Pupils understanding of the world beyond their individual villages is broadened and deepened.	<ul style="list-style-type: none">• Pupils voice shows increased knowledge.

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, CPS, recruitment and retention).

Budgeted cost £5000

Activity	Evidence that supports this approach	Challenge number addressed
Training staff in 'pathways to read' scheme of work	EEF research shows the strong impact of a focus on oracy, metacognition and reading comprehension: Reading comprehension strategies EEF educationendowmentfoundation.org.uk Oral language interventions EEF educationendowmentfoundation.org.uk Metacognition and self-regulation EEF educationendowmentfoundation.org.uk	1, 2, 3
Pupil Progress meeting dedicated release time for both class teachers and support staff to ensure high expectations and outcomes for all.		1, 2, 3
CPD to develop maths subject lead and teacher subject knowledge further in mathematics – including attendance at Maths Mastery CPD and especially use of CPA approaches and reasoning. Including release time for teachers to observe good practices and resourcing. Curriculum materials providing effective and	Evidence from the EEF about the effectiveness of a focus on reasoning and metacognition shows impact: Improving Numeracy and Literacy in Key Stage 1 EEF educationendowmentfoundation.org.uk Metacognition and self-regulation EEF educationendowmentfoundation.org.uk Further evidence from the EEF for the impact of mastery learning: Mastery learning EEF educationendowmentfoundation.org.uk The EEF toolkit shows the impact of teacher professional development has a	1,2,3

ongoing CPD for teachers across the breadth of the curriculum, promoting & enabling parental engagement and homework too. Including: Cornerstones, White Rose materials, Pathways to Write, Pathways to read, Times Table Rock Star.	strong impact on quality first teaching and therefore outcomes: Effective Professional Development EEF (educationendowmentfoundation.org.uk) The EEF toolkit is clear as to the impact of parental engagement and homework: Parental engagement EEF (educationendowmentfoundation.org.uk) Homework EEF (educationendowmentfoundation.org.uk)	1,2,3
Thrive Lead Practitioner time – investing in staff release from across the federation. Cost of release time.	Evidence from the EEF Toolkit shows the effectiveness of this as an action: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Continued professional development on quality teaching including: metacognition and explicit instruction and scaffolding. Approach to include peer coaching.	Evidence from the EEF toolkit shows the effectiveness of these approaches: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Targeted academic support:

Budgeted cost: £4,300

Activity	Evidence that supports this approach	Challenge number addressed
HLTA and Cover Supervisors deliver interventions across the week to pupils identified as in need.	Making Best Use of Teaching Assistants EEF Use of teaching assistants in schools - research report EEF – oral language interventions consistently show positive impact on learning.	1,2,3,4,

	<p>EF Evidence ‘Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver. Though comparisons with qualified teachers suggest that teaching assistants tend not to be as effective in terms of raising attainment (achieving, on average about half the gains), studies suggest that benefits are possible across subjects and at both primary and secondary level.’</p>	
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Wider strategies (for example, related to attendance, behaviour and wellbeing)

Budgeted Cost: £2075

Activity	Evidence that supports this approach	Challenge number addressed
Subsidising of trips and residential visits (including ensuring pupils are appropriately equipped for activities)	<p>Observations and discussions show that some of our disadvantaged children are rurally isolated, limiting their life experiences which have been observed to impact on levels of confidence and an understanding of the world to link new learning to, limiting their ability to make the most of all learning opportunities</p>	1,2,3,4,5

Subsidising outside provider providing multi-cultural dance and experience sessions	Observations and discussions show that some of our disadvantaged children are rurally isolated and have less access to experience and understand other cultures. This limits their ability to understand the wider world and grow to be inclusive and empathetic	4,5
Purchase of laptops to expand the access disadvantaged pupils have to technology.	Access to technology is limited for many of our disadvantaged pupils putting them at a disadvantage regarding their development in this area.	1,2,3

Review of outcomes in the previous academic year:

- As a result of the pupil premium strategy disadvantaged pupils made some accelerated progress with the gap being closed.
- Pupils attended regular lunchtime sports clubs run by an external sports specialist at no charge.
- Pupils have enjoyed a variety of educational visits including a trip to Wales where pupil premium funding was able to heavily subsidise those pupils who are disadvantaged.
- Thrive as an SEMH intervention has continued to be well established with a trained thrive lead practitioner within the school.
- Our SENCO has worked closely with the schools and communities' team both signposting vulnerable families and those who are both disadvantaged and on SEN register, also providing SEN cafés for support.
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