

Pupil Premium Strategy Statement

Lower Peover CE Primary School

This statement details our school's use of pupil premium (and recovery 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	193
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sharon Dean (Head Teacher) David Bradley (School Inclusion Manager)
Pupil premium lead	Sharon Dean and David Bradley
Governor / Trustee lead	Debbie Rutter

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,445
Recovery premium funding allocation this academic year	£ N/A
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year	£21,445

Part A: Pupil premium strategy plan

Statement of intent

At Lower Peover C of E Primary School, we use Pupil Premium to fund some important roles in our school. These roles are focussed on raising standards, especially in English and Mathematics, as well as 'diminishing the attainment gap' for those pupils who are not on track to be at age related expectations and/or have not made as much expected progress.

Challenges

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

Challenge number	Detail of challenge
1	Waiting lists for external services eg CAMHS and threshold of criteria required for support.
2	Lack of enrichment experiences/opportunities for children.

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
To support children to develop their emotional language and well-being.	Children will know strategies that will support them in developing a better mind set so they keep trying with their work, even if they encounter difficulties in school or their personal life.
	To ensure support strategies are in place through quality first teaching and relevant support plans. – see SENCO.
Ensure all children contribute to school and beyond as responsible, respectful, and active pupils.	Children will contribute and take part in the School Young Christian Leaders.
	For children to access enrichment experiences and other opportunities.

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: £4100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervising: £800	<ul style="list-style-type: none"> See School Impact Plan Past impact of ELSA sessions and sessions with HLTAs, TAs and Inclusion Manager see school self-evaluation summary 	1 (C)
Inclusion Manager: £3300		1 (C)

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

Budgeted cost: £10,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total £10880	<ul style="list-style-type: none"> Jigsaw PSHE programme provides a detailed progressive programme from EYFS to Y6. Jigsaw incorporates the statutory RSHE policy approach. 	1 (C)
ELSA 10 hours weekly £9880		1 (C)
JIGSAW cost: £1000		1 (C)

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

Budgeted cost: £6,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
NEP (Northwich Educational Partnership) cluster £193	<ul style="list-style-type: none"> All pupils have equal access to the wider curriculum and the opportunities that the school offers. 	1
Residential London (Y6): £1800 Petty Pool: £150 Foxhowl: £350 After school clubs/ uniform etc £4000		2

Total budgeted cost: £ 21,473

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Intended outcome	Evaluation 2023-2024
Children will know strategies that will support them in developing a better mind set so they keep trying with their work, even if they encounter difficulties.	Achieved – continuing into 2024/25 to develop even further.
To ensure support strategies are in place through quality first teaching and relevant support plans.	Support in place is effective and children are progressing from their starting points. Teachers deliver high quality support that allows all children to work towards their potential.

Children will contribute and take part in the School Young Christian Leaders.	Achieved – the children enjoy playing a role within school and sharing our Christian Values and Ethos with others.
For children to access enrichment experiences and other opportunities.	Achieved – we offer a wide range of experiences in school, for all children.
Please refer to ‘further information’ for 2023-2024 data.	

Externally provided programmes

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

Programme	Provider

Further information

Current attainment			
July 2024	<i>Pupils eligible for PP (Lower Peover)</i>	<i>All Pupils (Lower Peover)</i>	<i>All Pupils (National Average 2024)</i>
Early Years and Foundation Stage			
% achieving ‘Good Level of Development’ (GLD)	0	85% (of 26 children)	67.7%
Key Stage One			
% Achieving expected level in Phonics	67% (of 3 children)	85% (of 23 children)	80.4%
Key Stage Two			
Key Stage 2 Progress in Reading	N/A	N/A	N/A

% achieving expected standard or above in Y6 Reading	<i>100% (1 child)</i>	<i>100% (of 28 children)</i>	<i>74.1%</i>
% achieving Greater Depth in Reading	<i>100% (1)</i>	<i>66% (of 28 children)</i>	<i>28.3%</i>
Key Stage 2 Progress in Writing	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
% achieving expected standard or above in Y6 Writing	<i>100%(1)</i>	<i>97% (of 28 children)</i>	<i>71.7%</i>
% Achieving Greater Depth in Writing	<i>0%</i>	<i>31% (of 28 children)</i>	<i>12.8%</i>
Key Stage 2 Progress in Mathematics	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
% Achieving expected standard or above in Y6 Mathematics	<i>100% (1)</i>	<i>100% (of 28 children)</i>	<i>72.9%</i>
% Achieving Greater Depth in Mathematics	<i>0% (1)</i>	<i>59% (of 28 children)</i>	<i>23.7%</i>
% Achieving expected standard or above	<i>100% (1)</i>	<i>97% (of 28 children)</i>	<i>60.5%</i>

combined (R, W & M)			
% Achieving Greater Depth combined (R, W & M)	<i>0% (1)</i>	<i>28% (of 28 children)</i>	<i>7.5%</i>