Pupil premium strategy statement (primary)

1. Summary information						
School Calthwaite CE Primary School						
Academic Year	2024-25	Total PP budget	£13,200	Date of most recent PP Review	Sept 2024	
Total number of pupils	63	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2025	

	Pupils eligible for PP Currently	All Pupils	National Average End of KS2
% achieving in reading, writing and maths			61%
% making progress in reading	There is two children eligible		74%
% making progress in writing	for PP in Year 6.		72%
% making progress in maths			73%

2. Ba	2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-sch	In-school barriers (issues to be addressed in school, such as poor oral language skills)					
Α.	Lower rates of RWM when assessed					
В.	Poor home learning environment-higher levels of pastoral support needed/ parental engagement low					
C.	Some pupils eligible for PP are also SEND					
Extern	al barriers (issues which also require action outside school, such as low attendance ra	tes)				
D.	Attendance-lower rates than non-PP					
3. De	sired outcomes					
	Desired outcomes and how they will be measured Success criteria					
Α.	Increase % of PP working at ARE in maths Students eligible for PP make as much or better progress as non-PP					
В.	Closing the gap between PP and non-PP in writing Students eligible for PP make as much or better progress as non-PP					
C.	Closing the gap between PP and non-PP in Reading Students eligible for PP make as much or better progress as non-PP					
D.	To provide subsidised extra-curricular opportunities such as Music tuition, sport or trips out of school	Increase in music tuition/ sports clubs and trips				

Academic year	2024-25				
	gs below enable sch ort whole school stra	-	are using the pupil premium to improve classroom pedag	gogy, pi	rovide targeted
i. Quality of tea	aching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Objective A: To raise attainment for, and close the gap between, disadvantaged pupils and non- disadvantaged children in reading writing and mathematics.	To drive forward improvements in the outcomes for disadvantaged pupils in school through high quality learning experiences resulting from effective teaching.	School will ensure that strategic decisions in school improve outcomes for children in receipt of the Pupil Premium. This role aims to not only support the progress and attainment of children eligible for Pupil Premium Pupils but to ensure that any barriers for learning are identified and overcome.	 Website meets DfE requirements; 2023-24 strategy, outlining barriers and action plan to improve learning outcomes and cost. System for identification of barriers to learning are identified and strategies are in place to successfully reduce them; E.g. Pupil Premium Progress Meetings are in place for reading, writing, mathematics and social, emotional and behaviour, every term, to review progress and next step actions. Termly attainment and progress are presented to Full Governor Meetings/ to parents. Meeting with designated Governor to monitor progress and impact of Pupil Premium Strategy Statement. Tracking of PP pupils in reading, mathematics and writing shows that pupils attain as high or in excess of non PP pupils. PP pupil progress is at least in line with non PP. Evaluation of the impact of strategies in this document, supports subsequent improvement in outcomes for pupil premium pupils. Discussion of attendance liaise with SENDco to discuss needs of pupils 	JH) S	July 2025
			Total budgete	d cost	£400

Chosen	What is the evidence and	Llow will you one we it is implemented well?	Ctoff	\A/I
action/approach	rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of the White Rose hub 'Maths Mastery' approach to learning mathematics. Improve PP Pupil access to the online Rock Stars Programme to improve rapid recall of multiplication facts and the 'my maths' online mathematics homework programme.	EEF cites that mastery curriculum can accelerate pupil learning by +5 months. Learning approach focuses on deep level of understanding, reasoning and vocabulary development. EEF toolkit research states that digital technology can accelerate learning by +4 months. To improve the recall of multiplication facts to improve children's mental calculation strategies and their ability to understand division and fractions. Improve opportunities to practise and consolidate mathematics learning outside of class lesson.	 Continuation of the maths mastery programme through Whole school CPD during INSET. JH has joined the TGR group through North Lakes (Course choice based on effectiveness). Scholarpack –use tracking data to support gaps and identify areas for concern Resources and material purchased to support the maths mastery approach to learning. Lesson observation of maths mastery learning in school to share good practice and reflect on impact to learning. (Lesson study approach focused on PP learners) Use of online rock stars programme within maths curriculum teaching. Purchase license Mathletics application used to deliver differentiated maths homework-can also be used in class Small group work on basic numeracy skills such as place value 	JH/ SB	July 2025 £100 per day wages
				See below
v of teaching				
Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Targeted small group provision in writing. Focusing on sentence and	EEF research states that small class size and small group teaching gives 3 months and 4 months gain respectively	 Intervention 2 x 30min lessons per week. 6 weekly review of progress and impact of intervention 3. PPM Meetings 4. Monitoring and Evaluation. 		July 2025 Use of extra teacher to take small group
	the White Rose hub 'Maths Mastery' approach to learning mathematics. Improve PP Pupil access to the online Rock Stars Programme to improve rapid recall of multiplication facts and the 'my maths' online mathematics homework programme. y of teaching Chosen action/approach Targeted small group provision in writing. Focusing	the White Rose hub 'Maths Mastery' approach to learning mathematics.curriculum can accelerate pupil learning by +5 months. Learning approach focuses on deep level of understanding, reasoning and vocabulary development. EEF toolkit research states that digital technology can accelerate learning by +4 months. To improve rapid recall of multiplication facts and the 'my maths' online mathematics homework programme.curriculum can accelerate pupil learning approach focuses on deep level of understanding, reasoning and vocabulary development. EEF toolkit research states that digital technology can accelerate learning by +4 months. To improve the recall of multiplication facts to improve children's mental calculation strategies and their ability to understand division and fractions. Improve opportunities to practise and consolidate mathematics learning outside of class lesson.y of teachingWhat is the evidence and rationale for this choice?Targeted small group provision in writing. FocusingEEF research states that small class size and small group teaching gives 3 months and 4	the White Rose hub (Maths Mastery' approach to learning deep level of understanding, mathematics.curriculum can accelerate pupil learning by +5 months. Learning approach focuses on deep level of understanding, reasoning and vocabulary development. EEF toolkit access to the online research states that digital technology can accelerate programme to improve rapid recall of multiplication facts and the 'my maths' online mathematics homework programme.through Whole school CPD during INSET. JH has joined the TGR group through North Lakes (Course choice based on effectiveness). 2. Scholarpack - use tracking data to support gaps and identify areas for concern 3. Resources and material purchased to support the maths mastery approach to learning. technology can accelerate the choice gan accelerate the choice gan accelerate online mathematics homework programme.1. Hosey Mole school CPD during INSET. JH has joined the TGR group through North Lakes (Course choice based on effectiveness). 2. Scholarpack - use tracking data to support gaps and identify areas for concern 3. Resources and material purchased to support the maths mastery approach to learning. technology can accelerate technology can accelerate the indivision and fractions. Improve opportunities to practise and consolidate mathematics learning outside of class lesson.through Whole school CPD during INSET. JH has joined the TGR group frough North Lakes (Course choice based on effectiveness). School to share good practice and reflect on impact to learning. S. Use of online rock stars programme within maths consolidate mathematics learning outside of class lesson.for feaching group provision in writing. FocusingWhat is the evidence and rationale for this choice? <td>SBCurriculum can accelerate pupil learning by +5 months. Learning approach fo learning approach focues on eep level of understanding, reasoning and vocabulary development. EEF toolkit research states that digital access to the online Rock Stars Programme to improve the recall of multiplication facts online mathematics and the 'my maths' strategies and their ability to online mathematics learning outside of class lesson.SBSBV of teaching accears mall group provision in writing. FocusingEEF research states that small consolidate mathematics learning outside of classIntervention 2 x 30min lessons per week. 2. 6 weekly review of progress and impact of intervention staff learning outside of classSB</td>	SBCurriculum can accelerate pupil learning by +5 months. Learning approach fo learning approach focues on eep level of understanding, reasoning and vocabulary development. EEF toolkit research states that digital access to the online Rock Stars Programme to improve the recall of multiplication facts online mathematics and the 'my maths' strategies and their ability to online mathematics learning outside of class lesson.SBSBV of teaching accears mall group provision in writing. FocusingEEF research states that small consolidate mathematics learning outside of classIntervention 2 x 30min lessons per week. 2. 6 weekly review of progress and impact of intervention staff learning outside of classSB

English/ Maths for PP.	punctuation skill practise and application in writing. 12 week small group provision in writing with an experienced Teacher/ TA.		5. Discussions with pupils and teacher.6. Data Analysis	
Objective D : To improve Year 3 outcomes in reading for children eligible for Pupil Premium.	Small group provision in writing with an experienced Teacher to improve grammar sentence and punctuation levels in writing.	EEF research states that small class size and small group teaching gives 3 months and 4 months gain respectively.	1. PP pupils identified from data analysis and pupil Progress Reports. 2. 1 x 45 minute lessons delivered over 2 terms. 3. Starting points and end points measured to assess impact. 4. Review.	July 2025
			Total budgeted co	st £2200
Targeted Suppo	rt:			
Objectives A,B,C, To increase the progress of Pupil premium pupils working below age related expectations in Reading, Writing and Maths.	Small group/ 1-1 Interventions undertaken are regular, rigorous and systematic. Programmes delivered include; RWI phonics/Reading RWI phonics tutoring Reading comprehension Maths recovery.	EEF research states that small class size and small group teaching gives 3 months and 4 months gain respectively	Interventions undertaken are reviewed 6 weekly to monitor impact. Discussions held with Teachers and TA's at each assessment point to review next actions. Pupil Performance Meetings are undertaken and reviewed Monitoring and Evaluation of Intervention Teaching Quality by HT/ SENDCO	
			Total budgeted cos	t: £9,200

Objective E: To provide extracurricular opportunities for PP pupils in the arts. To provide residential outdoor learning experiences for children eligible for Pupil Premium.	Encourage and develop music participation for pupils eligible for Pupil Premium.	EEF research states that 'arts participation' can make gains of +2 months. EEF research states that outdoor learning can make gains of +4 month gains.	 Promote music throughout school in lessons Speak to parents to know that music tuition for pupils eligible for pupil premium will be funded by school. Work with music service and music teachers to offer a range of instrument tuition. Identify eligible Pupil Premium children purchase new equipment encourage 'Take up' of residential opportunities and pay for them Continue with Forest School Karate offered after discussion with PP parents 	50% take up of music at £20 per lesson Music service £200 Liverpool residential 2024 St John in the Vale residential 2025 Fully funded
			Total budgeted cost:	£1000
				O a st
Desired Outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost:
Previous Academic i. Quality of teach		-		
1. Key objective: To improve the outcomes for disadvantaged students to bring attainment in line with age related expectations for RWM.	Despite the changes to assessment seen this year, PPG children made progress in line with their peers.	PP children made progress in line with their peers taking into account their individual starting points. The gap closed in reading and writing. We are not complacent and will continue to work on narrowing this attainment gap in all year groups.	Continue the drive to ensure PPG children make at least expected progress in line with their peers. Continue rigorous PPM and focus on PP children compared to non- PP.	£4000
		Our year 6 pupil gained expected standard in writing		

		and gained 19/20 in the SATS spelling test. Scholarpack is becoming embedded as is the White Rose materials. Rock Star times tables is well used across the school.			
Objectives A,B,C, To increase the progress of Pupil premium pupils working below age related expectations in Reading, Writing and Maths.	Targeted small group provision in writing. Focusing on sentence and punctuation skill practise and application in writing. 12 week small group provision in writing with an experienced Teacher/ TA.		Continue the drive to ensure PPG children make at least expected progress in line with their peers. Continue rigorous PPM and focus on PP children compared to non- PP.		£11, 000
Other Approaches	:	•			
To provide extracurricular opportunities in the arts for PP pupils.		All pupils in receipt of Pupil Premium are eligible for music lessons paid for by school- average cost is £110 per term 20% take-up 1PP-drums 1PP-	Discuss with parents in July ready for September take-up.	ł	£1400
To provide residential		Ukulele			
outdoor learning experiences in Year 5 and Year 6, for children eligible for Pupil		A register of each class trip is kept by the class teacher to indicate who has paid and who has not. Pupils in receipt of Pupil Premium are not			
Premium.		required to pay for residential and educational visits. Class 3			

	residential = 4 PP @ £60.00		
	each - £240		

5.	Additional detail			
We hav Liverpo	We have employed Mrs Evans for September to deliver Forest Schools across the school on a three-week rota We have Karate lessons starting in September @ £40 per block-encourage take up Liverpool residential- £200 per child x 1 St John in the Vale residential-£110 per child x 4			