

Senacre Wood Pupil premium strategy statement

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
School name	Senacre Wood Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027 (Current year 2024-25)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emily Sweeney, Headteacher
Pupil premium lead	Emily Sweeney, Headteacher
Governor lead	Joanne Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£114,240

Part A: Pupil premium strategy plan

Statement of intent

At Senacre Wood Primary School, we make decisions about allocating Pupil Premium funding through school context, school data as well as research conducted by EEF. We use this information to support the decisions we make, which centre around the impact of the strategies and their value for money.

Our 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ✓ Ensure our disadvantaged pupils make good or better progress in all areas of the curriculum
- ✓ Ensure disadvantaged pupils are identified early and assessment of barriers is actioned on entry
- ✓ Ensure opportunities are given for all disadvantaged pupils to reach age-related expectations
- ✓ Support the emotional and social development of all pupils
- ✓ Enrich the experiences of all pupils through a varied and rich curriculum and wider school experiences.
- ✓ Ensure all pupils have good attendance.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is 3% lower than that of the whole school. (End of 2024 attendance data)
2	27% of our pupil premium children have an additional special educational need
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Over 75% of our PP children have experienced social, emotional or behavioural difficulties and their families have needed support from Social Services, Early Help, External Counselling Services or the School Attendance and Absence Team, with 32% of our PP children also recognised at Young Carers.
5	The attainment gap between Pupil Premium (PP) and Non-Pupil Premium (Non-PP) pupils is closing but still exists. The challenge, therefore, is to close this gap and ensure that PP pupils achieve outcomes that are in line with their Non-PP peers, particularly in reading, writing and maths.

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
1) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
2) To achieve and sustain improved progress for all pupils, particularly those who are SEND and in receipt of PP funding.	<ul style="list-style-type: none"> SEND PP pupils benefit from personalised interventions that address their specific needs. 100% of SEND PP students show

	<p>measurable improvement in the targeted areas by the end of the academic year.</p> <ul style="list-style-type: none"> • Termly Provision Maps: Termly provision maps are developed with clear, SMART outcomes (Specific, Measurable, Achievable, Relevant, Time-bound) for each targeted intervention. These maps ensure that interventions are short, focused, and intensive, with clear goals that align with individual student needs without narrowing the curriculum. • Each intervention is regularly monitored and reviewed for effectiveness, with progress data and student feedback used to adjust provision as necessary, ensuring interventions are consistently meeting their objectives and having a positive impact on academic and personal development. • Outside agency support is prioritised for this group. • The full-time SENCO closely monitors the progress of SEND and PP students through a robust triangulation of monitoring methods, including: <ul style="list-style-type: none"> • Data Analysis: Regular review of academic progress data • Classroom Observations: Ongoing observation of pupil engagement, behavior, and quality of support in lessons. • Collecting input from teachers, teaching assistants, parents, and pupils themselves to assess well-being, motivation, and areas for further support.
<p>3) To achieve and sustain improved personal development opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of personal development opportunities by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
<p>5) Improved writing and maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • KS2 writing and maths outcomes in 2026/2027 to show that the gap

	between PP and Non PP pupils is less than 10%.
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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: £77,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a specialist music teacher	Children to have access to expert and high level music teaching allowing their cultural capital to develop through exposure to a range of musicians and musical periods. The EEF has commented that access to high quality arts provision has “wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported.” The EEF also reported, “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4,5
Teacher employed 3 days a week to support focus children in Year 2 and Year 6 as well as focus groups across the school.	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) And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4,5

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Volunteer readers	Proven accelerated progress in Reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4,5
Additional phonics 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 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4,5
1:1 pupil progress meetings with teachers and SLT	There is a collective responsibility for PP children's progress in order for the children to make accelerated progress. The meetings will provide focused professional dialogue regarding the children's barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,5

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

Budgeted cost: £ 36,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full time FLO	Assist in enabling PP pupils to have full access to educational opportunities and overcome barriers to learning and participation, such as poverty, lack of materials, parental support and engagement, referrals to supportive agencies. Research has shown that parental engagement with children's education has a great impact in academic progressions. The EEF suggest +3 months in progression with increased parental engagement. FLO to undertake emotional and mental wellbeing support role in additional hours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning FLO to monitor the attendance of pupils FLO to provide behaviour support on a 1:1 or group basis.	1,2,3,4,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Play Therapy (£4200)	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	1,2,4,5
Lego Therapy	The EEF suggests social and emotional interventions have an identifiable and significant impact on attitudes to learning and social relationships in school, and attainment itself.	1,2,4,5
Educational Psychologist (£2000)	To provide us with expert advice and strategies to support behaviour and engagement levels of identified children	1,2,4,5
Free breakfast Club for PP children	Children who are nutritionally provided for develop better and are able to concentrate better .Promoting healthy lifestyle and wellbeing. Proven impact improving punctuality and attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&utm_medium=search&utm_campaign=site_search&search_term=break	1,2,4,5
Free Milk for PP children in KS1	Children who are nutritionally provided for develop better and are able to concentrate better. Promoting healthy lifestyle and wellbeing.	1,2,4,5
Contribution towards PE kits, water bottles and clothing.	Correct clothing and equipment helps children to access activities and to feel comfortable at school (leading to better attendance).	1,2,3,4
Enrichment Experiences: - Sports fixtures - Whole school experience weeks	First hand experiences give opportunities to apply learning in different contexts to make learning purposeful. Providing memorable learning experiences that the child can draw on for learning.	1,2,3,4
Young Carers Award	32% of our PP children have been identified as Young Carers. The Young Carers in Schools Programme ensures that students don't miss out on an education because they are young carers. Young carers are responsible for emotional, practical or physical care for a parent, sibling or other family member who has a physical disability, mental health issue or substance misuse issue. The programme helps the school to improve outcomes for young carers.	1,2,3,4,5
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

Total budgeted cost: £114,240

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

1) For attendance of our PP children to be 96%+ or in line with whole school.

Whole school attendance 95%

Pupil Premium attendance 94%

Non Pupil Premium attendance: 96%

The gap between PP and Non PP is 2%. The gap has closed by 3%.

2) Robust pupil progress meetings with all stakeholders to discuss pupils with SEND who are also in receipt of pp funding.

Pupil Progress meeting minutes clearly show robust discussions of all Pupil Premium children. SENCO in attendance at all minutes to discuss SEN provisions in each class.

3) Pupils will have access to a range of enrichment activities in school as part of the curriculum and financial disadvantage will not affect take-up for after school clubs.

100% of disadvantaged pupils wanting to attend trips and residential were subsidised where needed and able to attend

100% of disadvantaged had access to free second-hand uniform where required

4) Pupils have elevated academic and social confidence measured through their Well-Being profiles

Well-being profiles

Lancaster Model surveys

5) Pupils will have access to high quality teaching of vocabulary across the curriculum to ensure PP pupils are able to access their learning in the same way as their peers

GLD

GLD		
Year R	30	77
Girls	12	67
Boys	18	83
Difference (Girls and Boys)		
Pupil Premium	10	60
Non Pupil Premium	20	85
PP Non SEN	8	75
Difference (PP and non)		

Year 1 Phonics Screening:

% of children	
Pupil Premium (12)	83%
Non Pupil Premium (18)	89%

Year 4 Multiplication Check

Multiplication	2023-2024			Multiplication	2022-2023		
		Full Marks %	Average			Full Marks %	Average
2023-2024				2022-2023			
Year 4(ALL)	30	67	21.8	Year 4(ALL)	30	53	22.4
Girls (SJS)(ALL)	18	61	22.9	Girls (SJS)(ALL)	11	55	22.4
Boys (SJS)(ALL)	12	75	20.3	Boys (SJS)(ALL)	19	53	22.4
Difference (Girls and Boys)		-14	2.6	Difference (Girls and Boys)		2	0.0
Pupil Premium (SJS)(ALL)	13	69	19.6	Pupil Premium (SJS)(ALL)	9	44	19.9
Non Pupil Premium (SJS)(ALL)	17	71	23.5	Non Pupil Premium (SJS)(ALL)	21	57	23.5
Pupil Premium but not SEN	10	70	23.0	Pupil Premium but not SEN	8	50	21.8

Year 6 SATS results (2023 data)

Expected	PP	Non PP
Reading	85% (44%)	94% (86%)
Writing	69% (33%)	88% (95%)
Maths	62% (22%)	88% (77%)

