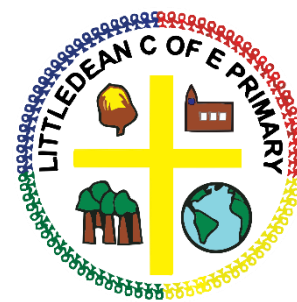


Pupil premium strategy statement: 2024-25



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	Littledean CE Primary School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Hayley McGoldrick
Pupil premium lead	Laura May
Governor lead	Kelly Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,420
Recovery premium funding allocation this academic year	£1050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,470

Part A: Pupil Premium Strategy Plan

Statement of intent

At Littledean Church of England Primary School, our aim is to be an integral part of the wider community. We foster independence and a lifelong love of learning in an environment where each individual is valued for who they are and the unique contributions they bring. Guided by our Christian vision of 'Loving one another, building each other up,' we strive to support our children, staff, and extended school community to flourish and reach their full potential.

We are committed to providing high-quality teaching that meets the individual needs of every child. Through the recruitment of exceptional staff, ongoing professional development, rigorous monitoring, and a willingness to embrace new ideas, we aim to ensure that all pupils receive an education tailored to their unique needs. Key interventions and approaches are implemented at a whole-school level, extending beyond just pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery Premium funding. This Pupil Premium strategy outlines our approach to ensuring that disadvantaged pupils achieve their full potential and make consistent progress.

Our ultimate objectives for disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that disadvantaged pupils make progress in line with or exceeding that of non-disadvantaged pupils.
- To support the health and wellbeing of our pupils, enabling them to access learning at an appropriate level.

Funding is allocated within the school budget by financial year. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. 67% of pupils eligible for Pupil Premium have 3+ identified Adverse Childhood Experiences. 32% have 7+ ACEs. This can result in difficulty with emotionally self-regulating and being ready to learn.
2	A large proportion of pupils eligible for Pupil Premium funding are also on our SEND register – 55%; A large proportion of pupils on our SEND register are also eligible for Pupil Premium – 42%.
3	100% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, understanding the world, expressive arts and design, and communication and language.
4	Narrowing the attainment gap across reading (-10%), phonics (-75%) and writing (-7%).
5	Pupils have limited experiences beyond their home life and immediate community.
6	Poor parental engagement with reading and mental arithmetic.
7	Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.

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
Pupils feel happy and safe.	<ul style="list-style-type: none"> • Signposting to external support is in place through MHL. • Pupils are observed using self-regulation strategies. • Pupils demonstrate resilience. • ELSA is being fully implemented.
SEND pupils make steady progress and reach their My Plan targets.	<ul style="list-style-type: none"> • My Plans are in place and shared with all stakeholders (teacher, TA, SENCO, parents). • Interventions are in place. Baseline and end of intervention data shows expected/accelerated progress. • Pupils reach their My Plan targets.
Word reading and writing outcomes have improved in EYFS.	<ul style="list-style-type: none"> • More pupils reach Expected for word reading and writing in EYFSP.
Phonics teaching is consistently good or outstanding and year 1 pupils (and year 2 resits) pass the phonics screening.	<ul style="list-style-type: none"> • All staff are trained to use the Little Wandle programme. • Pupils are applying phonic learning to reading and writing tasks. • % of disadvantaged pupils passing the phonic screening check is in-line with non-disadvantage pupils and national data.
The data for disadvantaged pupils for progress and attainment will be broadly in-line with non-disadvantaged pupils in reading, writing and maths across the school.	<ul style="list-style-type: none"> • The progress and attainment gaps will close between disadvantaged and non-disadvantaged pupils. • The % of all pupils attaining the expected standard in KS2 SATs for reading, SPaG and maths is broadly in-line with national data.
Pupils will enjoy the range of enrichment activities we have on offer at Littledean CE Primary	<ul style="list-style-type: none"> • Pupils will attend after school sporting and art clubs. • All pupils will have the opportunity to attend trips which enhance their learning.
Parents will support pupils reading and maths development at home.	<ul style="list-style-type: none"> • A new paper-based reading record will be introduced. • The % of pupils reading to a parent at home will increase – this will be recorded in reading records. • Pupils reading ages will increase. • TTRS will continue to be promoted across the school.
Pupils are fully prepared for a day of learning.	<ul style="list-style-type: none"> • Pupils will make good progress within lessons as their nutritional needs will have been met.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two teachers based in EYFS/KS1 allowing for two smaller teaching classes: Holly Leaves = Pre-school/Reception (14 pupils) Holly Berries = Yr.1/2 (14 pupils)	EEF Smaller Class Size ; EEF Communication and Language in EY ; EEF Early literacy approaches EEF Early numeracy approaches By creating two smaller classes in Early Years and KS1, we believe early support will help narrow the gap rather than widen it before entry to KS2. Research suggests that as class sizes decrease, the range of approaches a teacher can employ and the amount of attention each student receives both increase, leading to improved outcomes. After analyzing the needs and data of our pupils over the past three years, we have identified that smaller groups will allow teachers to provide more focused attention to each pupil. Based on our assessment of the current needs of our Reception and KS1 pupils, we believe that adding an additional teacher in this department will be crucial in ensuring pupils make good progress.	2, 3, 4
Continue the model of observation/CPD/follow up introduced through English Hub Mangotsfield the previous year to ensure continued effective phonics teaching.	Little Wandle Phonics EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Teaching Assistants/HLTAs for targeted support across all classes.	EEF Small Group Tutoring	2, 3, 4
High quality teaching for all pupils. TA CPD is ongoing for maths and English by subject leaders and SLT through termly twilight sessions and WGSP. Maths and English are high priority on the school development plan. Pupil Progress Meetings track the progress of PP pupils where interventions are discussed and put in place.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Glow Maths – teaching for Mastery programme.	2, 3, 4
ELSA CPD/Supervision (Emotional Literacy Support Assistant)	Evaluation Reports – ELSA Network	1
CPD – emotion coaching (updates)	Emotion Coaching UK Blogs	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for phonics, times tables, reading comprehension, GPS and maths.	EEF Small Group Tutoring Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics improves the accuracy of the pupil's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension Intervene and Improve Reading, GPS & Maths - Shine Interventions (risingstars-uk.com)	2, 4
To continue to raise the profile of reading across the school, including reading for pleasure. Continue to purchase of books related to class reader authors.	Reading Outcomes Framework National Literacy Trust Reading for pleasure early in childhood linked to better cognitive performance and mental wellbeing in adolescence University of Cambridge	3, 4
Continue to subscribe to Letter Join (handwriting programme).	Letter-join. Cursive handwriting resource for school and home. (letterjoin.co.uk) During in-house writing moderation, we found that a significant number of pupils were not meeting age-related expectations (ARE) due to weaknesses in handwriting skills, with common issues including incorrect letter formation and joining.	3, 4
Continue to subscribe to TTRock Stars and set up tournaments throughout the year. Provide opportunities for pupils to practice skills outside of the maths lessons – lunchtimes, after school.	FILEY JUNIOR SCHOOL, ENGLAND – Times Tables Rock Stars (trockstars.com) Times Tables RockStars - SHINE (shinetrust.org.uk)	4, 6
Use the recovery funding for afternoon interventions: KS2 x2 PMs KS1 x2 PMs	EEF Small Group Tutoring	4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coolmilk	Why milk is great for children Cool Milk This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
Extra fruit for KS2 PP for snack time.	What Are the Benefits of Children Eating Snacks During School? (sfgate.com) This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
After school enrichment.	Physical activity EEF The value of after school clubs for disadvantaged children (ncl.ac.uk)	5
GLEAM (Growth and Learning Equine Assisted Ministry)	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. https://www.leapequine.com/about-leap-equine/	1
ELSA delivery	Research-Project-Gloucestershire.pdf (elsanetwork.org) Social and emotional learning EEF Our two trained ELSAs will offer blocks of group support to children who need additional strategies in order to address specific SEMH needs.	1
Mental Health Lead Practitioner (MHL)	Social and emotional learning EEF Adverse Childhood Experiences (ACEs): educational interventions Iriss HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk) Disadvantaged pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We consider addressing pupil's social and emotional needs to be fundamental to our work.	1
Subsidise trips.	School trips help schools succeed Education Business (educationbusinessuk.net) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Although the impact is low in terms of learning, from a mental health and well being point of view and ensuring all pupils have the same opportunities we strongly believe this is a valid use of the funding.	5

Total budgeted cost: £33,000

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 2022 to 2023 academic year.

2023-2024 Pupil Characteristics (Sept 2023):

	No. in Cohort	PP	LAC	Service	SEND	Girls	Boys
YR	8	2	0	0	1	4	4
Y1	6	4	1	0	4	3	3
Y2	14	5	0	0	5	6	8
Y3	14	5	0	0	5	8	6
Y4	12	2	0	0	4	7	5
Y5	12	5	1	2	5	6	6
Y6	14	5	1	0	4	6	8

EYFS Data:

Area of Learning	Cohort %			PP %		
	2022	2023	2024	2022	2023	2024
Listening, attention and understanding	53	50	100	17	25	100
Speaking	53	50	100	17	25	100
Self-regulation	53	50	100	17	25	100
Managing self	53	50	100	17	25	100
Building relationships	60	50	100	33	25	100
Gross motor skills	93	66.7	100	100	50	100
Fine motor skills	87	66.7	75	67	50	100
Comprehension	60	50	87.5	33	25	100
Word reading	67	33.3	62.5	33	25	100
Writing	53	33.3	62.5	17	25	100
Number	67	33.3	75	33	25	100
Numerical patterns	53	33.3	75	17	25	100

GLD

	All Pupils	PP	Non-PP
Littledean	63%	100%	50%
National	67%	52%	72%

Challenge 3: 100% of the pupils eligible for Pupil Premium funding in Early Years are **not on track** on entry to school in maths, Literacy, understanding the world and expressive arts and design, and 33% are **not on track** in communication and language.

Review:

Data shows that both pupils eligible for Pupil Premium funding achieved the expected standard across all areas of learning and attained a Good Level of Development (GLD). The progress made by all pupils from the start of school to the end of the Early Years is in line with national data. Pupils in this cohort have benefited from targeted intervention blocks delivered by our KS1 ELSA practitioner. Addressing pupils' social and emotional needs has been paramount in ensuring they are ready to access the school environment, engage in learning, and make progress.

Phonic Screening:

	Year 1			Year 1			Year 1		
	2022			2023			2024		
	All Pupils	PP	Non-PP	All Pupils	PP	Non-PP	All Pupils	PP	Non-PP
Littledean	23.1%	0	38%	64%	20%	89%	50%	25%	100%
National	75.8%	65%	82%	79%	66%	83%	80%	68%	84%

Year 2	All Pupils	PP	Non-PP
School	60%	40%	20%
National	89%		

Challenge 4: *Narrowing the attainment gap across reading (-15%), **phonics (-69%)** and writing (-5%).*

Review:

During the 2021-22 academic year, we adopted the DfE-validated systematic synthetic phonics programme, Little Wandle, to strengthen phonics instruction for all pupils. In 2022-23, we sought support from the English Hub at Mangotsfield Teaching School to further enhance the effectiveness of our phonics teaching. A Lead Teacher collaborated with our school's phonics lead to audit provision and develop an action plan. Since then, phonics has remained a key priority for the school. Progress is tracked and reviewed periodically throughout the year, with targeted interventions for pupils who are not on track to pass the Phonics Screening Check (PSC).

While the 2023 results showed improvement in phonics for 'all pupils,' this progress was not sustained in 2024. However, it is important to note that this cohort consisted of only six children, with each child representing 16.6% of the overall outcome. The proportion of pupils with SEND in this cohort was high at 67%, with three of the four pupils eligible for pupil premium also on the SEND register. Two of these pupils face significant behavioural challenges that impact their own learning and that of their peers. Additionally, the cohort included one pupil who is Looked After (LAC) and another who is elective mute.

Despite the low percentage of pupils passing the PSC, all pupils in this cohort made good progress from their individual starting points. The data clearly indicates a significant improvement in phonics results since 2021. However, a substantial gap (-75%) between pupil premium (PP) and non-pupil premium (non-PP) pupils in Year 1 remains a key area of focus.

End of KS1 Data:

<u>Reading</u>	2022 (SATs)			2023 (SATs)			2024		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	36%	50%	33%	53%	50%	55%	77%	50%	67%
National	67%	51%	72%	68%	54%	73%			

<u>Writing</u>	2022 (SATs)			2023 (SATs)			2024		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	36%	50%	33%	40%	50%	36%	53%	25%	66%
National	58%	41%	63%	60%	44%	65%			

<u>Maths</u>	2022 (SATs)			2023 (SATs)			2024		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	50%	50%	50%	53%	75%	45%	85%	75%	89%
National	68%	52%	73%	70%	56%	75%			

KS2 SATs:

Reading	2022			2023			2024		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	60%	60%	60%	88%	80%	91%	64%	40%	67%
National	75%	62%	80%	73%	60%	78%	74%	62%	80%

Writing	2022			2023			2024		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	60%	40%	70%	56%	60%	55%	71%	60%	78%
National	69%	55%	75%	71%	58%	77%	72%	58%	76%

Maths	2022			2023			2024		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	67%	60%	70%	75%	80%	73%	29%	20%	33%
National	71%	56%	78%	73%	59%	79%	73%	59%	79%

Year 4 MTC:

		2022	2023	2024
Score 25	School	6%	10%	25%
	National	27%	29%	34%
Score 20-25		19%	60%	50%
Mean – all pupils	School	17	19.9	17.17
	National	19.8	20.2	20.6
Mean - PP	School	13	24	24.5
	National	17.9	18.3	18.9
Mean – Non-PP	School	17.9	19.4	15.7
	National	20.5	20.9	21.3

Whole School Data:

Reading

% ARE+	Whole Cohort	PP	Non-PP
Year 1	33	25	50
Year 2	77	50	89
Year 3	43	60	33
Year 4	41	50	40
Year 5	58	60	57
Year 6	64	40	89

Whole School	PP	Non-PP
54	48	58

Writing

% ARE +	Whole Cohort	PP	Non-PP
Year 1	33	25	50
Year 2	53	25	66
Year 3	14	20	11
Year 4	33	50	30
Year 5	53	60	57
Year 6	71	60	78

Whole School	PP	Non-PP
45	40	47

Maths

% ARE+	Whole Cohort	PP	Non-PP
Year 1	50	25	100
Year 2	85	75	89
Year 3	50	80	33
Year 4	41	50	40
Year 5	58	80	43
Year 6	29	20	33

Whole School	PP	Non-PP
52	56	50

Challenge 4: *Narrowing the attainment gap across reading (-15%), phonics (-69%) and writing (-5%).*

Review:

The data highlights a continuing attainment gap across core subjects:

- **Reading** – The gap has reduced to -10.
- **Writing** – The gap has slightly increased to -7.
- **Maths** – The gap now favours the Pupil Premium group, with a positive difference of +6.

The 2023-24 academic year marked the first time in many years that we were unable to reduce the size of our teaching groups in Key Stage 2 for English and Maths lessons. Chestnut Class comprised 26 Year 3/4 pupils, while Maple Class comprised 26 Year 5/6 pupils. Both classes had a wide range of prior attainment among pupils. The inability to establish smaller teaching groups, along with other mitigating circumstances, contributed to a decline in KS2 performance data, particularly in Maths and Reading.

We remain pleased with the outcomes of the Year 4 Multiplication Tables Check (MTC). While there is a -3.43 gap between the school mean and the national mean, the percentage of pupils achieving full marks has increased by 15%, rising to 25%, though this still reflects a -9 gap with the national average. Daily maths fluency continues to be a key focus across all year groups. In Reception and Year 1/2, pupils regularly engage in counting songs and rhymes, while in Key Stage 2, daily times tables practice is embedded into routines. The use of TT Rock Stars in KS2 has further engaged both pupils and parents, supporting fluency and recall.

HLTAs and TAs continue to play a vital role in every class. Throughout the year, they have participated in various CPD events, including training on 'Little Wandle' and the effective use of manipulatives in maths. HLTAs and TAs provide high-quality in-class support and targeted interventions to ensure all learners receive the assistance they need to succeed.

We continued to subscribe to the Boom Reader App (challenge 6), which successfully re-invigorated reading across the school at the start of the previous academic year (2022-23). However, sustained engagement from parents and children was not achieved for 2023-24. As a result, we have decided to discontinue the app this year and return to a paper-based reading record.

To promote a love of reading for pleasure, our library provision has been enhanced in line with the Reading Framework. Key improvements include forward-facing book displays, organisation by author and genre, a streamlined selection of books, and revamped displays. These changes have made the library more appealing and accessible to children. Quality book talk is now embedded across the school, with pupils regularly discussing the books they are reading, offering recommendations to peers, and developing a deeper knowledge of authors. Class teachers have also carefully selected class readers to ensure pupils are exposed to high-quality texts.

Challenge 1: *Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. 55% of pupils eligible for Pupil Premium have 3+ identified Adverse Childhood Experiences. 31% have 7+ ACEs. This can result in difficulty with emotionally self-regulating and being ready to learn.*

Review:

Our Mental Health Lead Practitioner/Family Support Worker (MHL/FSW) remains a vital member of Littledean CE Primary, working closely with both pupils and families. She is highly regarded by staff, pupils, parents, and external professionals. Through her support, pupils are able to express and address issues that affect them, fostering effective communication. Families have accessed valuable support, and parental engagement has been consistently high. Feedback from agencies, including Social Care, highlights the high quality and effectiveness of the work carried out by the MHL/FSW, particularly in providing early intervention and support. Parents report that the MHL/FSW has had a positive impact on their families.

Our Emotional Literacy Support Assistants (ELSAs) work closely with the MHL/FSW, offering blocks of group support and 1:1 sessions to children who need additional strategies to address specific social, emotional, and mental health (SEMH) needs.

Challenge 5: *Pupils have limited experiences beyond their homelife and immediate community.*

Review:

During the 2023-24 academic year, 50% of pupils eligible for the Pupil Premium Grant attended an after-school club. Additional teaching assistants (TAs) were employed to ensure that all pupils could access the clubs, based on their individual needs.

Trips were subsidised across the school to ensure that all pupils had the opportunity to participate in enrichment activities outside of school. Class teachers were proactive in seeking bursary-funded trips. For example, Maple Class took part in the Gloucestershire Wildlife Trust's Wilder Learning Bursary trip to Robinswood Hill for a Habitat day, while Holly Berries visited Slimbridge Wildfowl Trust as part of their Generation Wild bursary programme.

Challenge 7: *Pupils often arrive hungry due to no or little breakfast. Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.*

Review:

Additional fruit has been purchased for pupils in Key Stage 2 for break times, resulting in a decrease in the number of pupils reporting feeling hungry during Lesson 2. As a result, pupils are able to remain more focused during lessons.

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. https://www.leapequine.com/about-leap-equine/
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have opportunities to talk to trusted adults and learn skills which they have been able to transfer to their daily lives.