

Pupil premium strategy statement – 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Great Meols Primary
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 year plan
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rob Brown
Pupil premium lead	Ben Parker
Governor / Trustee lead	Gillian Rossiter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44280
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44280

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Lack of resilience and poor retention of basic skills in maths leading to low achievement.
2	Errors, poor retention of grammar and lack of coherent ideas for writing leading to low achievement.
3	Comprehension skills leading to difficulties answering non-retrieval questions.
4	Emotional difficulties of some children in receipt of PPG having a detrimental effect on their academic and social progress.
5	Attendance below 90% for identified pupils in receipt of PPG.

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
Increase the number of disadvantaged children reaching ARE in the core subjects across the school.	In years 1 to 6, the number of children achieving ARE or higher will increase from: Reading – 64% (16 out of 25) Writing – 52% (13 out of 25) Maths – 60% (15 out of 25)
Emotional difficulties of pupils are addressed leading to an increase in time spent accessing learning.	Appropriate support and strategies in place to enable improvements.
Increased attendance rates for pupils eligible for PP.	Increase the attendance of the identified 5 pupils who had persistent absence in 2022-23. Maintain the good absence records of all children in receipt of PP.

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: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 2 of plan - Staff CPD on growth mindset.	To foster a growth mindset culture which will enable children to have the skills to push their own learning and achieve their full potential in all aspects of school life.	1, 2, 3, 4
Staff CPD as follows: <ul style="list-style-type: none"> - North West Maths Hub - Tom Sherringham (pedagogy) - Equaliteach (equality and diversity) - Cre8ting Community (trauma training) - SUMO Guy (health and wellbeing) - Year 2 of plan - Literacy Company 	To enable longer term, sustainable change which will help all pupils by all staff accessing focused training delivered by high quality, proven trainers.	1, 2
Staff CPD on neurodiversity from the ADHD Foundation.	To give staff the strategies to effectively support children with neurodiverse conditions, ensuring all learners thrive.	4
Year 2 of plan - Employment of 2 additional class teachers to work with children across both key stages.	All children will receive additional support for their learning needs to enable them to maximise progress. To increase children's confidence and resilience through being taught in smaller groups.	1, 2, 3, 4
Additional teacher to work mornings with a targeted group of children.	All children will receive additional support for their learning needs to enable them to maximise progress. To increase children's confidence and resilience through being taught in smaller groups.	1, 2, 3, 4
Year 2 of plan - Use of additional teachers to cover class teachers to view good practice in other schools with higher levels of disadvantaged children.	To enable longer term, sustainable change which will help all pupils by all staff observing good practice in other schools.	1, 2, 3, 4

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

Budgeted cost: £18000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to support families and children if regular attendance is difficult.	To ensure the children are not missing lessons and any additional support being provided for them.	5
Teaching assistants' intervention both via in class support and bespoke interventions.	Children will receive additional support for their learning or emotional needs to enable them to maximise progress. To increase children's confidence and resilience through being taught in smaller groups.	1, 2, 3, 4, 5
1:1 and group sessions with specialist Speech and Language consultant, Rebecca Pearson.	Children will receive additional speech and language support to enable them to maximise progress. To increase children's confidence and resilience through being taught in smaller groups.	2, 3, 4
Purchase of online subscription services (Nessy and TT Rockstars) to engage pupils.	Giving children access to a different form of learning, addresses the different learning styles that children have.	1, 2, 3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke sessions for children with Thumbs Up mental health company	To support the individuals in enabling them to cope in all aspects of life and to fulfil their potential.	4
Counselling sessions from the ADHD Foundation	To support the individuals in enabling them to cope in all aspects of life and to fulfil their potential.	4
School trips partially or wholly subsidised.	To give children opportunities to develop their confidence and enjoyment in different ways. Residential outdoor and adventurous trips will improve their independence skills, confidence and collaborative learning skills.	4, 5

Total budgeted cost: £72000

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.

1. Review of expenditure (July 2023)		
Desired outcome	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)
Increase the number of disadvantaged children reaching ARE in the core subjects across the school.	In years 1 to 6, the number of children achieving ARE or higher has remained broadly the same: Reading – 60% (15 out of 25) Writing – 48% (12 out of 25) Maths – 52% (13 out of 25) At the end of KS2, the following results were obtained: Expected standard – (2 out of 3 pupils) Reading standard – (2 out of 3 pupils) Writing standard – (2 out of 3 pupils) Maths standard – (2 out of 3 pupils)	The level of support (especially from the additional teachers and taking into consideration the effects of COVID) given across the school has clearly had an impact in the first two years of the plan. In Year 3, due to financial reasons, we will reduce the number of additional teachers but will focus the support in Year 6 (6 pupils).
Emotional difficulties of pupils are addressed leading to an increase in time spent accessing learning.	Appropriate support and strategies in place to enable improvements.	The emotional support and strategies put in place helped the identified pupils have a successful year.
Increased attendance rates for pupils eligible for PP.	Increase the attendance of the identified pupils who had persistent absence in previous years.	For identified children, bespoke support was put in place by the DHT.

Externally provided programmes

Programme	Provider
None	

Service pupil premium funding (optional)

Measure	Details
N/A	