

Pupil premium example statement (primary)

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the DfE pupil premium template. All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

Before completing the template, you should read the DfE's [Using Pupil Premium](#) guidance and the EEF guide to [using your pupil premium effectively](#).

School leaders are best placed to assess their pupils' needs and identify how to use the funding to help disadvantaged pupils to improve their attainment. This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement or the volume and type of activity that you use your pupil premium (and recovery premium) to fund.
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement).
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example.

Referring to evidence

As per the pupil premium conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the Education Endowment Foundation (EEF), as the What Works Centre for educational achievement, but it is up to you to decide what forms of evidence you use to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when pupil premium allocations for the following financial year are published.

Where you are required to state the % of pupils eligible for pupil premium, you should provide the most up to date figure you have at the time you complete your statement.

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Holy Cross & All Saints RC Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Annemarie Bell
Pupil premium lead	James Coupes
Governor / Trustee lead	Eugene Connelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,975
Recovery premium funding allocation this academic year	£7,975
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	£81,950

Part A: Pupil premium strategy plan

Statement of intent

At Holy Cross & All Saints RC Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our family learning mentor and our pupil premium champion actively engaging with family to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Almost 20% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2019-22 focuses on the needs of this group. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Holy Cross & All Saints RC Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the pastoral lead in school.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
2 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
3 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.

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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 2.5%) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (Aut 2020; 4 pupils).
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline. Increase progress in: Y6 SATS 2022 TARGETS Reading to 94% (2 pupils) Writing to 94% (3 pupils) Maths to 90% (4 pupils) Termly Pupil Progress Meetings to measure increase in Y1- Y6 Reading and Maths scores on NTS Tests for PP pupils from individual starting points towards NA. For PP pupils to pass Phonics Check by the end of Y2 (increase test scores from Y1 starting point) EYFS- PP to achieve GLD
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 97% for PP group

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: £46,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction and training of 'Learning By Question' resource to all Key Stage 2 staff to support effective delivery of high quality whole class shared reading sessions and feedback to improve learning.	Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence	1 4
Particular focus on small group children in receipt of pupil premium funding not making progress in reading Re-evaluate shared /guided reading approach in KS2 Use Learning By Question resource to support the whole class shared reading sessions with a clear focus.	Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence	1 4
Consistent approach to the teaching of English across school following the teaching sequence model with read- ing and writing phases.	See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all	1 4

	pupils, particularly the most disadvantaged among them.'	
Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 Work with the Tutor Trust on a 1/3 ratio with Y5 pupils to improve maths arithmetic and reasoning.	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1 4
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils (Led by SLT)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1 4
Thinking Matters – Thinking Schools. Develop children's and staff's understanding of how children learn. Consciously create opportunities for pupils to use knowledge in order to become better at solving complex problems and creating new ideas.	https://www.thinkingmatters.com/thinking-schools?gclid=CjwKCAiAhreNBhAYEiwAFGGKPH0Q_KwqG6wIQiSDJgaE_lzwiNtO7U5n2TWqAdoJTWHLifQ7tORl9_xoCDjMQAvD_BwE	1 4

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

Budgeted cost: 29,353

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group maths intervention for disadvantaged pupils falling behind age-	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-	1 4

related expectations Continue to use Third Space Learning / WRM for 'bespoke' individual / small group intervention.	improvement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 4
Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups. HLTA-currently working in Year 2 to support teaching and learning based on identified needs Teaching Assistant timetable re-evaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling child into school in the morning. Teaching Assistant Apprentice working in Year 4 to support teaching and learning alongside delivering positive play sessions at lunchtime in KS1. Delivering FFT reading	'EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 4

sessions to targeted groups of children daily.		
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’	1 2 3 4
Nuffield Early Language – introduce and establish small group interventions across KS1 following baseline assessments Training for all staff in EYFS, teaching assistant who will deliver the intervention and SLT member Teaching Assistant to deliver the intervention 3 times per week	Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government’s £350m allocation to tutoring, through the £1bn Covid-19 catch-up’ package announced in June 2020.’	1 3 4

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

Budgeted cost: £6,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support from Family Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfou	1 2 3 4

Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Caritas Family Worker: Offer parenting group sessions working on specific needs developed through a needs analysis. CAF/ TAF process with vulnerable families- allowing them to access key services Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings Increased links with PAST team, SEND team and Health Professionals Reintroduction of fines for unauthorised absence Increased targeted sports participation during extra-curricular time and within inter-school competition.	schools/school-improvement-planning/3-wider-strategies	
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Total budgeted cost: £ 81,950

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity