# 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
|  | Data |
| School name | Navigation Primary |
| Number of pupils in school | 440  (41PP + 3 EYFS PP) |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2025, but part of a 3-year plan amended annually |
| Date this statement was published | 30/11/24 |
| Date on which it will be reviewed | 30/11/25 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Mr Bonsall |
| Governor / Trustee lead | Mr Laverick |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £54,240 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £12,437 |
| **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 | £66,677 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Navigation Primary School is a popular, exciting and inclusive school dedicated to a broad curriculum and to achieving high standards with every pupil. The children are at the forefront of everything planned in school as we look to support their development socially, emotionally and morally as well as academically.  The primary goal and focus of our strategy is academic success:   * To reduce the attainment gap between disadvantaged pupils and their peers * To raise the attainment of all pupils * To support the well-being and mental health of all our pupils   During Covid and in the aftermath, we made special provision for vulnerable and disadvantaged children, allocating an in-school place for them. For those who had to remain at home, we provided electronic devices to allow them access to online learning. Despite this provision, many children still had a very disrupted education and we are determined that this should not hinder their long-term prospects. Nationally, pupil premium children achieve less well relative to their peers and we have a number of strategies in place in school in order to address this disparity.  We are committed to evidence-informed practice and base all decisions relating to pupil premium upon robust evidence and professional expertise. We utilise EEF’s recommended tiered planning model to target recovery provision in the following areas:   * Quality first teaching – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches. * Targeted academic support – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in ‘catching up’. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience. * Wider support – these strategies will focus upon: mental health and emotional well-being; developing cultural capital; attendance and punctuality.   Our first principles for education dictate that every child should receive quality-first teaching in their class. To that end, there is a rich professional development offer in school to aid staff in delivering this, a supportive staff culture and strong accountability measures – all of which help ensure children receive a great education.  We also acknowledge that many children require additional support. All pupil premium children receive additional support in school; however, not all children are the same and we therefore tailor our interventions to meet the needs of the children. Our provision and intervention maps track the extra support each pupil premium child receives and this is regularly reviewed. Many of these interventions are possible due to the presence of teaching assistants who deliver them and are funded via the Pupil Premium Grant.  Finally, we provide support to access extra-curricular and wider opportunities, including those focused on mental and emotional health and those which help the children develop greater cultural capital.  We are assiduous in gathering data and monitoring the gap between pupil premium children and their peers, thereby allowing us to review our approaches and provide extra support in a timely manner.  Our pupil premium strategy aligns with our whole school development plan and sports premium strategy they have been designed to complement one another and work together in a cohesive and meaningful manner. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Reading – to bring them closer to achieving in line with their peers |
| 2 | Writing – to bring them closer to achieving in line with their peers |
| 3 | Maths– to bring them closer to achieving in line with their peers |
| 4 | Emotional health and wellbeing |
| 5 | Developing cultural capital |
| 6 | Attendance |

## 

## 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 improve reading outcomes | Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment. |
| To improve writing outcomes | Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment. |
| To improve maths outcomes | Our internal data tracking will show that pupils have made improvements in their progress and attainment. This will also be evident when triangulated with other sources of evidence including: engagement in lessons shown by learning walks and observations, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by qualitative data from student voice and teacher observations and feedback from staff delivering wellbeing and SEMH support. |
| To provide a greater number of quality opportunities for disadvantaged children to have developed more cultural capital | Parents will have had access to financial support which enables children to gain access to wider experiences. For some children these will also be provided in school. |
| To have improved attendance, particularly for our disadvantaged pupils | Attendance figures will have made some improvement |

## Activity in this academic year

This details how we intend to spend our pupil premium fund (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *CPD courses - £5000* | EEF states that, ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending.’ | 1, 2, 3, 4, 5, 6 |

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

Budgeted cost: £ 44,500

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *TA support – 33,300* | Metacognition and self-regulation of emotions in group work – Zones of Regulation (EEF +7) and social emotional learning EEF +4)  Reading comprehension strategies (EEF +6)  Teaching assistant interventions (EEF +4) | 1, 2, 3, 4, 5, 6 |
| *Tutoring for PP children £11,200* | Small group tuition (EEF +4) | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ 17,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Extra-curricular building social capital activities*  *£7500* | Social emotional learning (EEF +4) | 4, 5 |
| *Paying for pupil premium children’s school trips £4500* | Social emotional learning (EEF +4) | 1, 2, 4, 5, 6, |
| *TA 4 afternoon to support social and emotional support*  *£2000* | Social emotional learning (EEF +4)  Mentoring (EEF +2) | 4, 5, 6 |
| *In school SEMH and building social capital activities e.g. boxing, play therapy, dyslexia tuition, behaviour support*  *£3000* | Social emotional learning (EEF +4) | 4, 5, 6 |

**Total budgeted cost: £ 66,500**

# 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 2023 to 2024 academic year.

|  |
| --- |
| Our internal assessments during 2023-2024 suggested that, as in line with the national and Trafford data, the attainment of pupil premium pupils was lower than that of their peers. Although it should be noted that there are some subjects in which PP children nearly performed as well as other pupils. In writing, the gap is the largest, therefore next year there will be a focus on ensuring PP children receive support in this area in particular.  There are some areas in which there have been positive outcomes. The difference diminished in attainment in reading outcomes for pupil premium children by 2.4% and the same is true in maths by 3.3% and indeed in subjects such as languages and computing in which the distance diminished by 14.3% and 12.5% respectively.  Despite many pupil premium children having low starting points, our internal tracking shows that across the range of subjects taught that, overall on average, they make the same rate of progress as their peers.  Last year, there were many PP children in year 6 who had significant cognitive and SEMH needs; this deflated the overall attainment figures. Due to the small number of PP children, small changes in pupil numbers can change the percentages significantly. We take this into account when making considerations about the effectiveness of our interventions, alongside qualitative feedback from staff and pupils.  We understand the importance of the impact of attendance on pupils and so this merited even greater focus. We noted that, as with the national picture, pupil premium children had slightly worse attendance than their peers (~2%). By ensuring we had a rigorous approach to monitoring and supporting attendance, over the last three years we have seen an annual improvement in our overall attendance and for those children in receipt of pupil premium funding.  For many of our families, financial pressures have been cited as a source of stress in some parental feedback. Raising the amount dedicated to helping our pupil premium children to access activities aimed at building their social capital and wider experiences was most welcome by parents and children alike.  Many of our children entitled to pupil premium support continue to face significant social and emotional barriers and so this will continue to be an ongoing area of development addressed through our wider strategies.  As this is part of a three-year plan, updated annually, there are some longer-term implications from prior years also detailed below, which are still relevant in terms of understanding the issues our pupil premium children face. |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| N.A. – all programs used in school are not funded via the pupil premium grant. | |

## Service pupil premium funding (optional)

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

# Further information (optional)

|  |
| --- |
| **Additional activity**  Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium funding. That will include:   * Embedding more effective practice around using our Sports Premium Grant. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * Continuing to focus on developing mental health across the school more. The training we have selected will focus further training for the mental health lead in order to help us develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing and support more effective collaboration with parents in this area. * Offering a wider range of high-quality extracurricular activities and enhancements e.g. school trips and visitors in order to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. * Developing a better understanding of trauma informed responses to children’s need by having a range of staff training.   **Planning, implementation, and evaluation**  When planning our new pupil premium strategy (on a three-year plan), we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy, particularly looking at specific pupil needs and working out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.  We have put a robust evaluation framework in place and will adjust our plan over time to secure better outcomes for pupils. |