

Pupil premium strategy statement

This statement details our school's use of pupil 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 Hucklow CE Primary School
Number of pupils in school	35
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	31/12/2024
Date on which it will be reviewed	24/10/2025
Statement authorised by	Helen Wakerley
Pupil premium lead	Andrea Tomlinson
Governor lead	Helen Wakerley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11,640

Part A: Pupil premium strategy plan

Statement of intent

Stoney Middleton CE Primary School will ensure that Pupil Premium funding is used to support our vulnerable children in their education. Funds will be used to:

- Support inclusion so that pupils are able to fully engage with school life and learning opportunities.
- Offer targeted academic support, during lessons and additional sessions.
- Support the emotional and mental health of our learners

This funding will further support our school vision and ethos to develop **SMILERS** who are **healthy, happy and hungry to learn**.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity for structured sport/play within the local area
2	Social isolation resulting from rural location, small school and pandemic
3	Below average attainment in core subject areas
4	Low levels of self-confidence and self-esteem, high levels of anxiety

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 ensure that children make personalised progress	All children will make progress from their starting points. Individual, tailored plans will support their learning.
Emotional interventions identified and delivered to those children identified with an emotional need.	Interventions will be offered to all children for whom support is needed to support mental health and sustained development. The school will actively manage support for social and emotional needs.

	The school will work with parents and carers to signpost to external providers of support and will work in partnership with these to provide 360 support to children and families.
Children engage positively with sports and structured play.	Children talk positively of P.E and the opportunity to engage in structured games.
Children form additional relationships with peers from neighbouring schools	Together days lead to increase in friendships for children and greater opportunity for socialisation

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Targeted Budgeted support: £7,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional Pupil support via Teaching Assistant</i>	EEF - Making Best Use of Teaching Assistants	3,4
	EEF - Three crucial questions for schools wanting to support the impact of teaching assistant	
<i>Forest Schools and PE</i>	EEF - Improving Social and Emotional Learning in Primary Schools	1,2,3,4

Targeted academic support: Budgeted cost: £7,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional pupil support via Teaching Assistants and specialist services</i>	Little Wandle Catch-up EEF Improving Literacy in KS1 NCETM Mastering Number EEF Improving Mathematics in the Early Years Starving the Anxiety Gremlin Lego Therapy Positive Play THRIVE approach COMPASS Changing Lives & Early Help EEF - Improving Social and Emotional Learning in Primary Schools	1,2,3,4

Total budgeted cost: £15,167

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

During the 2023-2024 academic year 100% of our children benefited from additional sports and health and wellbeing sessions held by a qualified sports coach and qualified Forest Schools Lead. This has led to an increase in physical wellbeing and opportunities for children with anxiety to embrace the wider environment in a safe, enjoyable context.

Teaching assistant support has enabled all pupils, including those in receipt of pupil premium to make progress towards their individual targets through small group intervention, 1:1 sessions and support during whole class teaching. High Quality Teaching Assistant support enables effective teaching in a mixed age setting with effective interventions identified and delivered as required.

The introduction of Little Wandle Phonics has improved the outcomes for our children in respects of reading, particularly amongst our reluctant readers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Little Wandle Letter and Sounds
Pathways To Write	The Literacy Company
Accelerated Reader	RenLearn
Star Maths	RenLearn
White Rose Maths	White Rose Maths
Times Table Rockstars	Maths Circle
Teach Computing	NCCE
Primary RE	NATRE