



Excalibur Primary School

Pupil Premium Strategy Statement

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 | Excalibur Primary School |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 4.6% 2021-22 6% 2022-23 5% 2023-24 7% 2024-25 |
| Academic year that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | 31.12.2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Juliet Jones |
| Pupil premium lead | Deb Rogers |
| Governor / Trustee lead | Gail Whittingham |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £22,540 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £22,540 |



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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
|---|--|



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for some children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mental health, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

In Excalibur, our key objectives in using the Pupil Premium funding is to ensure quality first teaching and widening of opportunity for all children. We are passionate about diminishing the difference between pupil groups. As a school, we have an excellent track record of ensuring that pupils make good progress. Through targeted interventions, we are working to eliminate barriers towards learning and progress and narrow any gap between pupil groups. Due to our low number of pupil premium children, we consider carefully how to best allocate the funds to ensure that it has maximum impact on outcomes of our children. We use careful analysis of internal data, historical attainment and progress rates together with qualitative data and robust self-evaluation to support us in deciding where and how to spend our pupil premium allocation.

The leadership team have used existing researches and publications, including those from: the OFSTED Good Practice series; “Effective pupil premium reviews” from the Teaching Schools Council; the DfE publication, The Pupil Premium Guide, the Teaching and Learning Toolkit from the Education Endowment Foundation and the EEF Guide to the Pupil Premium. They have also consulted the following approaches when designing provision for the specific needs of this school:

- Griffith and Burns (Teaching Backwards)
- Sutton Trust (Quality First Teaching)

In 2024 we joined with local schools to take part in the RADY project which aims to raise attainment for disadvantaged youngsters. As a school we are committed to ensuring all children have equitable opportunities so that they can thrive, grow and achieve as well as they possibly can. We are continuing the project into 2024-5.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations and discussions with children indicate a reduction in phonetical awareness, especially in but not limited to, our youngest children. Our observations suggest that our disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Assessments, observations and discussions with children indicate that, as a result of long periods away from school, reading and the understanding of text has declined, especially in our disadvantaged group of learners. |
| 3 | Assessments, observations and discussions with children indicate that the process of writing, especially in the use of secretarial skills has been negatively affected, especially in our disadvantaged learners. |
| 4 | Internal assessments indicate that maths attainment among disadvantaged children is below that of non-disadvantaged. Our observations also indicate that our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. This has resulted in knowledge gaps leading to some children falling further behind age-related expectations, especially in maths. Mental maths skills have been identified as an area of concern. |
| 5 | Our assessments and observations indicate that the mental well-being of some of our disadvantaged children has been impacted by partial school closures to a greater extent than for other children. These findings were supported by National studies. |
| 6 | Monitoring of data indicates that the attendance of some of our pupil premium children is a cause for concern. Our assessments and observations indicate that absenteeism is negatively impacting on the progress of our disadvantaged children. |

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 |
|--|--|
| Improved attainment in reading among disadvantaged children. | Reading outcomes in 2024/2025 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally. All disadvantaged children (not SEN) achieve at least expected standard. |



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|---|---|
| Improved attainment in writing among disadvantaged children. | <p>Writing outcomes in 2024/2025 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally.</p> <p>All disadvantaged children (not SEN) achieve at least expected standard.</p> |
| Improved attainment in maths among disadvantaged children. | <p>Maths outcomes in 2024/2025 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally.</p> <p>All disadvantaged children (not SEN) achieve at least expected standard.</p> |
| Improved attainment in phonics | <p>Phonics outcomes in 2024/2025 show that All disadvantaged children (not SEN) achieve at least expected outcomes.</p> |
| To achieve and sustain improved well-being for all children in our school, particularly our disadvantaged children. | <p>Sustained high levels of well-being from 2024/2025 are maintained, demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys and teacher observations. • Boxall profiles (where applicable) |
| To achieve and sustain improved attendance for all of our children, particularly our disadvantaged children. | <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • An overall attendance of at least 97% among our disadvantaged group of children. |



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: £ 15,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure all relevant staff, including new staff, have received paid-for training to deliver the phonics scheme, RWI, effectively and practice is embedded. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |
| Develop reading across the school through investment in Pathways to read Y2 – Y6. Embed updated RWI in R and Y1. Establish our library area, ensuring access for all classes. Reciprocal reading training | Evidence suggests that reading comprehension strategies focus on children's understanding of written text. Children learn a range of techniques which enable them to comprehend the meaning of what they read and enable children to monitor their own comprehension and then identify and resolve difficulties for themselves. This benefits especially our disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 2 |
| Ensure CPD in writing is given by a specialist teacher where necessary to improve teaching and increase outcomes. Ensure all staff receive CPD in writing. | Evidence suggests that writing process models give children extended opportunities to write and develop the confidence of children as writers, especially in our disadvantaged learners. https://educationendowmentfoundation.org.uk/public/files/Writing Approaches in Years 3 to 13 Evidence Review.pdf | 3 |
| Work with Chancery English and maths groups and external providers to ensure best practice is shared and outcomes for children is maximised. | Collaborative learning approaches | 1,2,3,4 |



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

Budgeted cost: £ 3,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Establish small group maths and reading interventions for disadvantaged children falling behind ARE. Purchase resources to support interventions – WRMH, Mathletics etc | Evidence suggests that increasing children's confidence in maths and reading has a significant impact on the attainment of children, especially our disadvantaged learners. Specific needs are met through tailored learning tasks and the gap in understanding is reduced. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2,4 |
| Partially fund trips e.g. Y6 residential to Laches Wood | Evidence suggests that building cultural capital and increased experiences for our disadvantaged children can have a positive impact on outcomes | 4 |
| Encouraging wider reading and developing reading for pleasure. | Evidence suggests that building cultural capital and increased experiences for our disadvantaged children can have a positive impact on outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | 2 |

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

Budgeted cost: £ 8,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continuing Nurture groups for disadvantaged children experiencing difficulties in accessing the curriculum. | Targeted interventions can have positive overall effects on the attainment both academically and socially of our children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 5 |
| Providing support through 'Creative Action' therapy | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 5 |



| | | |
|--|--|---|
| Providing social story interventions for identified children. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 5 |
| Regular conversations with families where attendance is a concern. | Supporting our families where attendance is a concern can improve attendance and improve outcomes for our children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 6 |

Total budgeted cost: £ 26,500



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.

Nurture: Our pupil premium children that accessed nurture were able to reduce barriers to learning through addressing their emotional needs. The emotional development of these children was built increasing self-esteem, social skills and confidence in the classroom.

Small group work in maths: The pupil premium children accessing small group work provision were able to develop their confidence in maths. We were able to tailor learning tasks to the specific needs of the children. As a result, our pupil premium children made progress. 5/7 made progress.

Small group work in reading: The pupil premium children accessing small group work provision were able to develop their confidence in reading. We were able to tailor learning tasks to the specific needs of the children. As a result, our pupil premium children made progress. 5/5 made progress (y5/6 reading interventions).

Social stories/ Meet and greet: This has particularly benefited one of our pupil premium children who experienced considerable anxieties during lockdown and had a low attendance during last academic year. Attendance has improved and good progress is being made academically.

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 |
|-------------------|-----------|
| Art of Brilliance | Andy Cope |



Service pupil premium funding (optional)

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | SMHC support given. Nurture, meet and greet Additional small group work in maths. |
| What was the impact of that spending on service pupil premium eligible pupils? | Expected progress in maths and reading. Accelerated progress in writing. |