



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	Culgaith CE Primary
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	15.10.24
Date on which it will be reviewed	November 2025
Statement authorised by	Lynn Dobinson
Pupil premium lead	Lynn Dobinson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4692
Recovery premium funding allocation this academic year	£2,000
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	£6692

Part A: Pupil premium strategy plan

Statement of intent

- *We aim for all our PP children to make at least expected progress but beyond where their tracking warrants this.*
- *Maintain strategies that have been successful in accelerating pupil's progress.*
- *We aim to identify children early and monitor their progress half-termly so interventions are implemented in a timely manner.*

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped language and communication skills and vocabulary gaps in EYFS
2	Attainment gaps in reading, writing and maths
3	Multiple barriers to learning e.g. SEND
4	Limited wider cultural and social experiences
5	Lower attendance and punctuality

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 oral language skills and vocabulary amongst disadvantaged pupils.	<ul style="list-style-type: none">- Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence from engagement in lessons, book scrutiny and formative assessment.- Progress in Communication and Language at end of reception year is Good or better for disadvantaged children
Best possible attainment and progress for PP pupils – to make at least expected progress from their individual starting points in Reading, Writing and Maths.	Progress in Reading, Writing and Maths at the end of KS1 and KS2 is good or better. Attainment for disadvantaged children is in line with or above national average.
Best possible progress and attainment for PP children with multiple barriers to learning e.g. SEND or medical through ECHPs, support plans and targeted provision.	<ul style="list-style-type: none">- Good or rapid progress for disadvantaged SEND learners from their starting points

Children have equal opportunity to access the wider curriculum such as residential and the arts to support personal development and enhance learning.	<ul style="list-style-type: none"> - Children attend residential and have opportunities to access enhanced curriculum. - Equal opportunities e.g. to play a musical instrument. - Increased number of PP children to attend after-school clubs. - Participation and confidence in pupil voice or similar activities such as school council, play-leaders, librarians.
Achieve and sustain improved attendance for all pupils, particularly disadvantaged children.	<ul style="list-style-type: none"> - Percentage of attendance for disadvantaged is in line or better than national average. - Barriers to attendance will be identified quickly and action taken to support an improvement in attendance. - Government guidelines adhered to and communicated appropriately. - Lateness recorded, monitored and support put in place to improve school arrival times.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class teachers and TA's to support pupils to expand vocabulary through careful curriculum planning, opportunity for pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<ul style="list-style-type: none"> - Oral language interventions – Early Talk Boost programme to support development of language in EYFS – research-based programme supports children in early language acquisition. - Use of vocabulary banks, knowledge organisers and 1:1 vocabulary pre-teaching. - Use of technology to support dictation proven to improve spoken language skills. 	1,2, 3
Embedded use of Rocket phonics programme and catch-up programme across school to secure strong phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word-reading particularly for disadvantaged pupils.	1,2,3

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

Budgeted cost: £ 3892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant providing interventions and support outside the classroom.	Sutton trust evidence to show interventions such as reading intervention, Preteaching accelerate learning - use of IDL dyslexia language programme, Early Talk boost, Fresh Start reading and writing programme accelerate learning.	1,2,3
Children have in class support to access the curriculum and extend their learning opportunities.	Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation (EEF) High quality verbal feedback has the greatest impact on children's learning	1,2,3

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

Budgeted cost: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged families to enable their children to attend all curriculum enrichment activities.	- Children have opportunities to learn creatively 'in the field'. Children need to feel a sense of belonging in their community and have equal access regardless of economic background. Educational visits provide practical memories and experiences which are easier to re-call and support the child's long-term learning both academic development and social development.	4
Support for families with poor attendance and/or lateness.	- Good attendance is a key factor in ensuring that children make progress and achieve their potential. School will support families by providing free breakfast or after-school club.	5

Total budgeted cost: £

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.

We continue to track individual pupil progress and attainment throughout the academic year, adapting our provision and support accordingly. Our internal monitoring ensures that children progress alongside their peers and from their starting points. Due to the nature and size of the school and to retain confidentiality, statistics will not be published on here. The percentage of PP children in the year 2023-24 was 0%

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	
Rocket Phonics	Early Talk Boost
IDL – literacy intervention	Lego therapy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Quality first teaching and 1:1 support in class via sensory spelling programme and IDL intervention
What was the impact of that spending on service pupil premium eligible pupils?	Expected progress being made.