

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Staverton CE Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Trust AIO
Pupil premium lead	Ruth Nelmes
Trustee lead	Margaret Holman

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,950.07
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£13,950.07</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-	1, 2

	fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains steady to the end of KS2	1, 2
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.	1, 2
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic. 10 pupils (2 of whom are disadvantaged) currently require additional support with social and emotional needs and 1:1 support from Educational Mental Health Practitioners.	3
8	Our attendance data over the last year highlights that attendance amongst disadvantaged pupils has improved and is in-line with non-disadvantaged pupils for 2023-2023.	3

## Intended Outcomes

This explains the outcomes you are aiming for by the end of our current strategy plan, and how you will measure whether they have been achieved.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that all disadvantaged pupils meet the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that disadvantaged pupils make above expected progress.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that disadvantaged pupils make above expected progress.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	5, 6	KS2 maths outcomes in 2024/25 show that disadvantaged pupils make above expected progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• A significant reduction in bullying</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall attendance statistic being 96%, with no attendance gap between disadvantaged pupils and non-disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.</li> </ul>

## Activity in this Academic Year

This details how you intend to spend your school's pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,730

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests and MARK analyses for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> <li>• Access Trust CPD</li> <li>• Commission the external teaching and learning consultant to work with staff throughout the year</li> <li>• Maintain a strong focus on QFT in our internal CPD programme.</li> </ul>	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor ( <i>EEF</i> )	1, 2, 3, 4, 5, 6
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  We will continue to: <ul style="list-style-type: none"> <li>• Access RWinc training from Elizabeth Rogers our consultant and have access to the RWInc Portal.</li> <li>• Commission the external teaching and learning consultant to work with staff and/or work with the English Hub throughout the year</li> </ul>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1

<ul style="list-style-type: none"> <li>• Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external consultants.</li> </ul>		
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD on reading and the teaching sequence</li> <li>• Maximise support from the Trusts' Literacy consultant</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	2
<p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD on reading and the teaching sequence</li> <li>• Maximise support from the Trusts' Literacy consultant</li> <li>• Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	3
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	5, 6

## Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £900

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for reading and maths interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching &amp; Learning Toolkit: EEF).</i>	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	5, 6

	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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### Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3320.07

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

**Total budgeted cost: £13,950.07**



## 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 2022 to 2023 academic year.

*Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was higher than in the previous years in key areas of the curriculum.*

*Our internal assessment suggested that the majority of Disadvantaged pupils made expected progress or better in key areas of the curriculum. School Led Tutoring enable targeted interventions which showed good impact. At the end of KS2 assessments in summer 2023 combined expected was achieved for Disadvantaged pupils.*

*Overall attendance in 2022/23 for Disadvantaged children was in line with non-Disadvantaged children and above national average.*

*Full opportunity and access was provided to all Disadvantaged children to participate in trips and residential; to learn a musical instrument and attend clubs after school free of charge. Wrap around care before and after school was also provided. A new Holiday Club which started in summer 2022 providing free HAF places for Disadvantaged children in our school during school holidays.*

*Our assessments and observations indicated that pupil wellbeing and mental health is still of concern and this is particularly acute for some of our disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.*

## 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

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further Information (Optional)

*HAF programme during the school holidays.*