

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	106
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£11,973.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£13,973.00

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-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Internal and external assessments indicate that attainment among some disadvantaged pupils is significantly below that of non-disadvantaged pupils.	1, 2
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2023/24 show that 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 2023/24 show that disadvantaged pupils make above expected progress.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2023/24 show that disadvantaged pupils make above expected progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	4	KS2 maths outcomes in 2023/24 show that disadvantaged pupils make above expected progress.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	5	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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.

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

Budgeted cost: £7,818.00 (CPD/consultancy is funded by the trust)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD • commission the external teaching and learning consultant to work with staff throughout the year • maintain a strong focus on QFT in our internal CPD programme. • Implement Read, Write, Inc with renewed training from a Ruth Miskin trainer and access to the Portal 	<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>	1, 2, 3, 4, 5
<p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. 	<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.</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. 	<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

<ul style="list-style-type: none"> • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants. • Adopt RWI spelling scheme so that it is aligned with phonics 		
<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. 	<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>	<p>5</p>

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

Budgeted cost: £4,973.00 + £2,000.00 Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional RWI phonics support targeted at disadvantaged pupils and other pupils who are at risk of falling behind.	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support. This will include Precision Teach and SHINE depending upon the needs of the pupils.	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	2
Additional Writing sessions targeted at disadvantaged pupils who require further support in Writing, including same day and next day interventions such as pre and post teach.	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3
Additional Maths sessions targeted at disadvantaged pupils and pupils who require further support in Maths.	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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	4

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,182.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Drawing and Talking, Lego Therapy, ARC (Activating Resilience and Coping Strategies) and well-being interventions targeted at disadvantaged pupils who require wellbeing support.</p>	<p>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social and Emotional Learning' as moderate impact (+4 months)</p>	<p>5</p>
<p>Enable all disadvantaged children to access the school's full curriculum offer at a subsidised rate, including school trips, before and after school provision and other enrichment opportunities, including 1:1 musical instrument tuition and Sports Coaching free of charge.</p>	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography and the importance of and additional benefits that can be gained by participating in sports and the arts.</p> <p>Meaningful experiences and contexts will enhance the broad and balanced curriculum.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 12,391.45

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 2021 to 2022 academic year.

Our internal assessments during 2021/2022 suggested that the majority of Disadvantaged pupils made expected progress or better in key areas of the curriculum. Progress and attainment outcomes are improving for Disadvantaged children compared to last year.

Catch Up funding was used in the spring term of 2022 to provide additional support to Disadvantaged children in upper KS2 from the class teacher. The impact of this being that combined expected was achieved in the Y6 SATs.

From the spring term of 2022 onwards, all Disadvantaged children in KS2 accessed School Led Tutoring. Internal data analysis indicated that the performance of Disadvantaged children in lower KS2 was good with exceeding progress in Reading for one child. One Disadvantaged child made expected progress in Reading and Writing but less than expected progress in Maths.

Overall attendance in 2021/22 for Disadvantaged children was 95% which is in line with non-Disadvantaged children and above national average which is a strength.

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. Wrap around care before and after school was also provided.

A new Holiday Club started summer 2022 providing free HAF places for Disadvantaged children in our school during school holidays.