# 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

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| Detail | Data |
| School name | Staverton VC CE Primary |
| Number of pupils in school | 261 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers | 3 |
| Date this statement was published | 1/12/21 |
| Date on which it will be reviewed | 1/9/21 |
| Statement authorised by | Edward Powe (HT) |
| Pupil premium lead | Edward Powe (HT) |
| Governor / Trustee lead | Russell Clarke (Gov) |

**Funding overview**

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| **Detail** | **Amount** |
| **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 | £69,835 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*  At Staverton Primary School, we currently have 55 children on roll who are in receipt of pupil premium which makes up 21% of our school. We are committed to providing an education that helps all children achieve the highest standards and prepares all pupils for the future. We aim to encourage and develop every child’s personality, talents and abilities to the full, and strong consideration is given to the allocation of resources to support this vision.  Our school believes profoundly in our ethos that every member of our community belongs and is welcome. Staverton strives for a culture of ‘no walls, no ceilings and no boundaries’. All of our pupil premium funding is used to support this ethos.  The pupil premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families; children in care and the children of armed service personnel. This year, schools will receive £1,345 per pupil and £310 per service child.  The purpose of the pupil premium is to raise achievement and aspirations of disadvantaged groups of children. The Premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives so that they can reach their full potential. The government has given schools discretion in how to best use the funding to meet the needs of their children.  The table below shows the distribution of our children who are in receipt of pupil premium in September 2021:   |  |  | | --- | --- | | Year Group | Number of children in receipt of free school meals or pupil premium funding (January 2021) | | Reception | 3 | | Year 1 | 5 | | Year 2 | 7 | | Year 3 | 10 | | Year 4 | 8 | | Year 5 | 11 | | Year 6 | 11 | | **Total** | **55** | |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | A number of pupils, especially in KS2, still need to make accelerated progress in English and maths, or require targeted support in specific areas of learning to enable them to make progress. As a result of assessments in reading, writing and maths specific gaps in learning have been identified for individual small groups/individual children are addressed through 1 to 1 or small group support from a teacher |
| 2 | Some pupils have social, emotional and mental health needs which can become a barrier to learning |
| 3 | There are a number of families that require support at home so the children can be more successful in school |
| 4 | A number of pupils are unable to engage in extra-curricular activities due to financial constraints of the family. |
| 5 | Disadvantaged families need financial support to enable children to have a hot meal, milk, to access school trips. |
| 6 | There are gaps in the oral language and communication skills of some children. Gaps in phonics knowledge and application have been identified. Ain addition, The phonics scheme we use, ‘Letters and Sounds’ needs to be updated with a new government verified scheme |

## 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.

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| Intended outcome | Success criteria |
| Support disadvantaged children to make sure that they make progress in their reading, their interest in reading, and their phonetic knowledge. | At least 80% of year 1 pupils pass the end of year phonics screening check (including 80% of disadvantaged pupils)  Pupils make accelerated progress (from KS1 to KS2) in their reading (KS2 SATS)  Data regarding disadvantaged children’s interest in reading for pleasure  Analysis of termly assessments identifies the specific gaps that need to be addressed  1 to 1 or small group intensive support from a teacher to address the gap  Clear entry and exit data is recorded for the intervention |
| Effectively teach multiplication tables across the school, | The school is above the national average in the Y4 multiplication check  Children who currently don’t know their x tables to 12 x 12 will learn them by the end of UKS2 |
| Pupil Premium children will have increased opportunities to engage in extra-curricular activities | 50% of disadvantaged learners will engage in an after-school club (currently nearer 10%)  Disadvantaged families know that the cost of trips, residential visits, school meals, milk etc. is covered |
| The social and emotional needs of children are addressed and this support means that they are ready to learn | Short assessment tasks are used to determine the focus of a six week Thrive block using the plan, do review model  A fortnightly catch up session is held with the DSL’s and SENCo to review progress  Thrive practitioners receive termly supervision from an educational psychologist  Two TAs receive training in THRIVE activities that can be used with children not ready to access ELSA  Pastoral manager provides ongoing support to vulnerable children and families |
| A newly implemented phonics scheme from the government verified list means that children make very good progress in phonics acquisition and application  Gaps in phonics knowledge are identified and filled through targeted intervention | Gaps in phonics knowledge are filled through quality first teaching  Phonics intervention group for children in KS2 rapidly fills any gaps in phonics knowledge  A new phonics scheme has been purchased  Staff have received training in how to use the scheme  The new phonics scheme has been successfully implemented in all KS1 classes |
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## Activity in this academic year

* Continued deployment of a Pastoral manager with a specific role in supporting vulnerable learners and their families
* Continued employment of TAs who are trained in the ‘Thrive approach’ to develop children’s social and emotional skills.
* To provide financial support for pupils to participate in educational trips and visits
* To allocate additional staff time to help pupil premium children catch up following lockdown, particularly on phonics, times tables and KS2 arithmetic.
* To enable additional TA time so teachers can be released for tutoring time
* To provide staff training to help close the gap between the attainment pupil premium and non-pupil premium children including Read Write Inc phonics and spelling
* All new staff to receive RWI training, to ensure that all children rapidly learn phonics and spelling to the expected standard
* Support from a consultant headteacher and ‘Pupil Premium Partner’
* Close work with the ‘disadvantaged learners lead’ for the local authority
* Ensuring that pupil premium children have extra-curricular opportunities such as singing and representing the school, gifted and talented workshops etc.
* Pupil progress meetings and data analysis will carefully track the progress and attainment of vulnerable learners.
* Some planned book sampling and pupil conferencing will specifically target pupil premium children.
* Staverton ukulele project to continue
* Beanstalk reading charity to support disadvantaged learners with their reading
* Whole school trip to Slimbridge Wetlands
* Targeted opportunities for disadvantaged learners (e.g. Trowbridge lantern festival)
* Visiting authors (e.g. Kita Mitchell)

### Teaching (for example, CPD, recruitment and retention)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Read Write Inc Training/purchase of RWI scheme/time out of class for phonics lead/Support from RWI trainers and fellow RWI schools/Implementation of RWI programme. | EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.  Disadvantaged learners lead reports to ‘basic skills and early reading’ being the two biggest approaches that make rapid progress for disadvantaged pupils.  Research from the Ramsbury English Hub advocates use of an integrated scheme for teaching phonics and spelling  It’s clear from internal data that children have not made sufficient progress due to a lack of consistency in teaching and learning. | 1, 3, 6 |
| * RWI spelling, CPD, resources, training and implementation |
| * X tables intervention scheme and implementation |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics catch-up turtoring   1. TA cover to support class teachers with tutoring 2. 1:1 booster groups | Research indicates that smaller, more targeted interventions, are the most effective. TAs who know the children but who are appropriately trained, have demonstrated that children respond well to them  EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.  Disadvantaged learners lead reports to ‘basic skills and early reading’ being the two biggest approaches that make rapid progress for disadvantaged pupils. | 1, 3, 6 |
| END of KS2 expectations, arithmetic and reading interventions in small groups and 1:1 |
| Qualified teacher appointed to support phonics and early reading in year 3/4 particularly |
| Strategic leadership time for English and phonics leaders |

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

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ukulele project | DFE have published research on the importance of music to developing children’s wellbeing  EEF toolkit  Pupils proport in surveys that trips form a part of children’s core and fundamental experiences of primary school. Social mobility is a significant area of mitigation for vulnerable learners.  Gov scheme and grant advocating that schools have a mental health and wellbeing practitioner. | 2,3,4,5 |
| Music therapy |
| Whole School Trip |
| Wrap around Care |
| Residential |
| Train mental health and wellbeing lead |

**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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  The school had a pupil premium strategy plan for 2020-21 and spent its money wisely to address the needs of pupils. However, it was very apparent that the school needed a dedicated pupil premium lead, which it didn’t have during this academic year. Furthermore, although many useful schemes and programmes had been purchased (e.g. soundswrite) it was obvious that they hadn’t been implemented effectively and therefore their longevity and impact were lacking.  Disadvantaged learners have always been supported financially at Staverton with residentials and trips. These wider strategies are very important and this practice should continue. However, a greater focus and emphasis needed to be placed on academic outcomes for pupils, including basic English and Maths skills.  The School has been working closely with a pupil premium partner. This is a local authority initiative. The new Headteacher has been working collaboratively with Princecroft Primary, a school in Warminster with a high proportion of disadvantaged learners. The new headteacher of Staverton asked to work with the local authority to address pupil premium as it was apparent that a review was needed*.* |

## 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*

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| Programme | Provider |
| Phonics programme | Soundswrite (since moved away from this scheme to RWI) |
| Jasmine | REAL PE- comprehensive programme for teaching and learning of PE |
| Behaviour management | Pivotal Education |