



STAVERTON
CHURCH OF ENGLAND
PRIMARY SCHOOL

**PUPIL PREMIUM STRATEGY
STATEMENT 2023 – 2024**

STAVERTON CE PRIMARY SCHOOL

**A SCHOOL WITHOUT WALLS AND
CEILINGS**

Jesus told them another parable: “The Kingdom of heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.”

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3-year 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	250
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ed Powe Headteacher
Pupil premium lead	Katie Jefferys
Governor / Trustee lead	Jenny Smith (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,990
Recovery premium funding allocation this academic year	£7540
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	£85,530

Part A: Pupil premium strategy plan

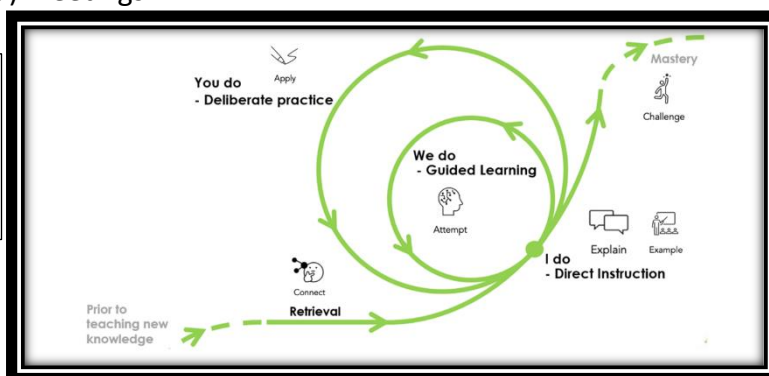
Statement of intent

Staverton: A school without walls or ceilings.

Staverton strives for a culture of 'no walls, no ceilings and no boundaries'. Our pupil premium funding is used to support this ethos. This year, schools will receive £1,455 per pupil and £335 per service child. The purpose of the pupil premium funding is to raise achievement and aspirations of disadvantaged groups of children. The premium is intended to help schools to provide high quality teaching, targeted academic support and wider personal development strategies with the aim to improve the life chances of children at risk of underachieving 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. At Staverton, we are committed to providing an education that helps all children achieve the highest standards and prepares all pupils for the future.

1. **Teaching** - High quality classroom teaching is the best lever to close the disadvantage gap. Our teachers know their students so can proactively intervene within lessons to close any gaps within learning. At Staverton, 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. High quality teaching benefits all our students at Staverton and within this teaching, we include deliberate strategies that target the gap for children that are at risk of under-achieving including targeted questioning, verbal feedback and scaffolds. These are monitored regularly through our TAP (team around the child) meetings.

Our teaching
and learning
model at
Staverton:



2. **Targeted academic support** - The pupil premium also provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. There is strong evidence that shows the positive impact that targeted academic support can have on all pupils. Careful consideration is taken in the deployment of teaching assistants. Children who are at risk of underachieving will have academic interventions including pre- and post- teaching and additional phonics, reading, writing and maths support. Teachers regularly review these interventions.
3. **Wider strategies** - Our school believes profoundly in our ethos that every member of our community belongs, is welcome and is included. A portion of our pupil premium spend is used to ensure that children at risk of under achieving are able to access the full spectrum of opportunities offered including trips, clubs and sports competitions.

The overall impact of pupil premium investment has been significant. At Staverton, we have worked, and continue to work, to improve outcomes for all of our pupils and especially those at risk of underachievement to ensure that they are ready for the next stage of their education.

Challenges

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

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.
2	Some pupils have social, emotional and mental health needs which can become a barrier to learning.
3	Children at risk of underachievement struggle to engage with reading for pleasure and freely choosing to read. Engagement is limited at school and at home.
4	A number of pupils are unable to engage in extra-curricular activities due to financial constraints of the family.
5	Some families need financial support to enable children to have a hot meal, milk, to access school trips.

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
Support children to make sure that they make progress in their reading, their interest in reading, and their phonetic knowledge.	<p>At least 80% of year 1 pupils pass the end of year phonics screening check (including 80% of disadvantaged pupils)</p> <p>Gaps in phonics knowledge are filled through high quality teaching</p> <p>Phonics intervention groups for children in KS2 rapidly fills any gaps in phonics knowledge</p> <p>A new phonics scheme has been purchased</p>

	<p>Staff have received training in how to use the scheme</p> <p>The new phonics scheme has been successfully implemented in all KS1 classes</p> <p>Pupils make accelerated progress (from KS1 to KS2) in their reading (KS2 SATS)</p> <p>Data regarding disadvantaged children's interest in reading for pleasure shows an increase in engagement (UWE survey)</p> <p>Analysis of termly assessments identifies the specific gaps that need to be addressed.</p> <p>1:1 or small group intensive support from a teacher to address the gaps in learning.</p> <p>Clear entry and exit data is recorded for all interventions demonstrates increase in attainment</p>
Effectively teach multiplication tables across the school.	<p>The school is above the national average in the Y4 multiplication check</p> <p>Children who currently don't know their x tables to 12 x 12 will learn them by the end of UKS2</p>
Children will have increased opportunities to engage in extra-curricular activities	<p>50% of children at risk of underachieving will engage in an after-school club (currently nearer 10%)</p> <p>The school's universal approach will ensure families know that the cost of trips, residential visits, school meals, milk etc. is covered.</p>
The social and emotional needs of children are addressed and this support means that they are ready to learn	<p>Short assessment tasks are used to determine the focus of a six week Thrive block using the plan, do, review model</p> <p>A fortnightly catch-up session is held with the DSL's and SENCo to review progress</p> <p>Thrive practitioners receive termly supervision from an educational psychologist</p> <p>Two TAs receive training in THRIVE activities that can be used with children not ready to access ELSA</p> <p>Pastoral manager provides ongoing support to vulnerable children and families</p> <p>A trained teacher and well-being practitioner employed 2 days a week to run social and emotional interventions</p> <p>TAP meetings help termly for each phase where key children are discussed</p>

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: **£56,190**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Book study: ensure that, through discussion, children can demonstrate that they know more and remember more.</p> <p>CPD: PBS in maths</p>	<p>All research shows that it is important to regularly audit our existing curriculum, identifying areas of strength and areas for development. Whilst looking to inform the school's action plan for strengthening the curriculum to have the greatest impact on pupil outcomes. Primary Curriculum Design</p> <p>Delivery of high-quality feedback- The EEF states that "providing feedback is well-evidenced and has a high impact on learning outcomes." Feedback can happen during, immediately after or sometime after learning.</p> <p>Individualised Instruction- The EEF states that "For pupils identified as having low prior attainment or are at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to pupils to a pupil's attainment. Provided that they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skill or develop mastery.... Feedback may also support pupils to address misconceptions or overcome specific barriers to learning."</p>	1
<p>Secure Staverton's high-quality teaching through the coaching model of teaching and learning</p> <p>CPD: staff meetings and coaching trios</p>	<p>EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.</p> <p>The Sutton Trust 2011 states that "For poor pupils the difference between a</p>	1

	good teacher and a bad teacher is a whole year's learning."	
<p>Writing moderation across school and local schools</p> <p>CPD: colleagues will receive training and support to secure writing judgements and accurately assess gaps</p>	<p>Individualised Instruction- The EEF states that "For pupils identified as having low prior attainment or are at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to pupils to a pupil's attainment. Provided that they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skill or develop mastery.... Feedback may also support pupils to address misconceptions or overcome specific barriers to learning."</p>	1
<p>Secure an equitable approach to a love of reading (and writing). This will include funding for author hour, high-quality literature, access to regular library slots</p> <p>CPD: INSET with a focus of reading for pleasure</p>	<p>American researchers article "When children are not read to at home: The million word gap" In the journal of development and behavioural paediatrics looked at the impact of parents reading with their children and quoted the following figures: "Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words."</p>	1,3
<p>Continue with implementation of 'Maths No Problem'</p> <p>CPD: to target AfL and journaling for the scheme</p>	<p>Evidence of the effectiveness of mastering number: Mastering number</p> <p>Individualised Instruction- The EEF states that "For pupils identified as having low prior attainment or are at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to pupils to a pupil's attainment. Provided that they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skill or develop mastery.... Feedback may also support pupils to address misconceptions or overcome specific barriers to learning."</p>	1

<p>Sustain the implementation of X table intervention scheme</p> <p>CPD: refresher and coaching for individuals</p>	<p>The EEF states “There is evidence that the approach of promoting fluency can have a positive impact on children’s maths.”</p> <p>Thee EEF states “A previous EEF independent RCT evaluation found that Year 1 pupils who received Mathematics Mastery made an average of +2 months’ additional progress in maths compared to children in comparison schools.”</p> <p>Research supporting teaching of times tables: Teaching times tables</p>	1
<p>TA funding to secure support for the high-quality teaching provision</p>	<p>The EFF states “The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.”</p> <p>Teaching assistants</p>	1,2,3
<p>Dedicated leadership time for English, phonics and maths to secure effective monitoring</p>	<p>Training leaders and providing them with the time they need to succeed support retention of teachers.</p> <p>The DFE report from 2015 reports that giving leaders time to immerse themselves in the learning of pupils. Having a stronger leadership team means that more adults are modelling a ‘success for all approach’.</p>	1,3

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

Budgeted cost: **£17,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics catch up tutoring including 1:1 boosters and TA to facilitate class teacher intervention</p>	<p>The EEF states “Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.”</p> <p>“The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.”</p>	1,2

	<p>The EEF considers phonics to be one of the most secure & best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.</p> <p>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</p>	
Small group intervention for Y6 in reading and arithmetic	The EEF states that “Small group tuition has an average impact of 4+ months additional progress over the course of a year.” “studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learner’s needs explains its impact.”	1,2
Mastering number interventions supported by trained TAs	<p>The EEF states that “Small group tuition has an average impact of 4+ months additional progress over the course of a year.” “studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learner’s needs explains its impact.”</p> <p>Evidence of the effectiveness of mastering number: Mastering number Teaching assistants</p>	1,2

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

Budgeted cost: **£5,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully implement The Nest by trained teacher	The EEF states that “Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers	2

	<p>and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p>Social and emotional learning</p> <p>Behaviour interventions</p>	
Support for enrichment activities including school pantomime, residential visit	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>Arts participation</p> <p>Physical activity</p> <p>EEF toolkit identifies the importance of providing additional opportunities for disadvantaged learners in school</p>	4,5
Wrap- around care support	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>Breakfast club</p>	4,5

Total budgeted cost: £85,530

Part B: Review of outcomes in 2022 - 23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

It was very apparent that the school needed a dedicated pupil premium lead, which it didn't have during 2021. 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. The spending strategy wasn't based on the 7 principles outlined in the document above and the strategy was a short-term one.

Disadvantaged learners have always been supported financially at Staverton with residential 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. More spending needed to be weighted towards quality first teaching.

In 2022, The School worked closely with a pupil premium partner. This is a local authority initiative. The Headteacher worked collaboratively with Princecroft Primary, a school in Warminster with a high proportion of disadvantaged learners.

In 2023, Staverton has now appointed a new disadvantaged learners lead, but there is a clear mandate for all staff to be passionate about supporting the under-served.

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc
Jasmine	Real PE
Maths	Maths no problem
Behaviour	Pivotal Education

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.