



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	240
Proportion (%) of pupil premium eligible pupils	24.6%
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	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£

Part A: Pupil premium strategy plan

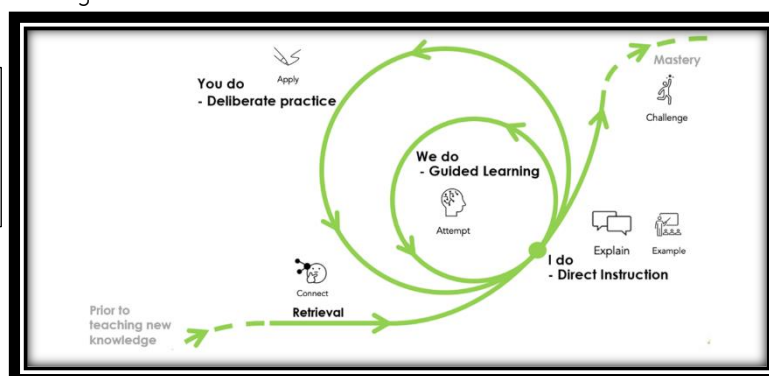
Statement of intent

Staverton: A school without walls or ceilings.

Staverton strives for a culture of 'no walls, no ceilings and no boundaries'. All of 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 Primary School, we currently have 50 children on roll who are in receipt of pupil premium which makes up 22.1% 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.

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 through regular meetings in team around the children 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. Teachers regularly review these interventions.
3. Wider strategies – Our school believes profoundly in our ethos that every member of our community belongs and is welcome. 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. Specifically, spelling is a barrier to achieving the expected standard in English and fluency in arithmetic is a barrier for mathematics.
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 engagement 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 quality first teaching</p> <p>Phonics intervention group 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.	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
Children will have increased opportunities to engage in extra-curricular activities	50% of children at risk of underachieving will engage in an after-school club (currently nearer 10%) The school's universal approach will ensure 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 trained teacher and well-being practitioner employed 2 days a week to run social and emotional interventions TAP meetings help termly for each phase where key children are discussed

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
Pupil Book study: ensure that, through discussion children can demonstrate that they know more and remember more –especially in Maths. CPD: PBS in maths	EEF research into effective feedback +7 months progress when focusing on feedback	1
Secure Staverton's high-quality teaching through the coaching model of teaching and learning CPD: staff meetings	EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners. Evidence of coaching trios etc	1

Writing moderation across school and local schools CPD: colleagues will receive training and support to secure writing judgements and accurately assess gaps	EEF diagnostic assessment	1
Secure an equitable approach to a love of reading (and writing) This will including funding for Author hour, High-quality literature, access to regular library slots CPD: INSET with a focus of reading for pleasure	RfP pedagogy research UWE etc	1,3
Continue with implementation of 'Maths No Problem' CPD to target AfL and journalling for the scheme	Research around mastery number EEF Diagnostic assessment	1
Sustain the implementation of X table intervention scheme CPD: refresher and coaching for individuals	EEF research number fluency	1
TA funding to secure support for the High Quality Teaching provision	EEF effective use of TAs	1,2,3
Dedicated leadership time for English, phonics and maths to secure effective monitoring		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
Phonics catch up tutoring including 1:1 boosters and TA to facilitate class teacher intervention	EEF Phonics toolkit etc	1,2
Small group intervention for Y6 in reading and arithmetic	EEF small group intervention	1,2
Mastering number interventions supported by trained TAs	<u>EEF small group</u> <u>EEF TA</u>	1,2

	<u>EEF number</u>	
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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		2
Support for enrichment activities including school pantomime, residential visit	EEF enrichment	4,5
Wrap- around care support		4,5

Total budgeted cost: £

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.

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details

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.