



**STAVERTON**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL

## **PUPIL PREMIUM STRATEGY STATEMENT 2024 – 2027**

### **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	209
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024 – 2027
Date this statement was published	November 2024
Date this was last reviewed	November 2025
Date on which it will be reviewed	November 2027
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	£80300
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,300

# 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. 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 49 children on roll who are in receipt of pupil premium which makes up 23.4% 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 underachieving including targeted questioning, verbal feedback and scaffolds. These are monitored through regular meetings in team around the children meetings.



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 addition 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 disadvantaged 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. Children within reception are starting school with weaker oracy skills, including speech and language. 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 underachieving 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. Some families need financial support to enable children to have a hot meal, milk, to access school trips.
5	A number of pupils have a lower attendance or are late regularly. This impacts their attainment due to the level of learning that they are missing.

## 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
Improved reading, writing, phonics and maths attainment.	At least 80% of children will achieve GLD in EYFS and ARE in phonics and end of KS1 and KS2 reading, writing and maths. An increased number of disadvantaged learners will meet expected standard at the end of KS2. Analysis of termly assessments to identifies the specific gaps that need to be addressed.

	<p>Clear entry and exit data are recorded for all interventions which demonstrates increase in attainment.</p>
Improve times table attainment	<p>At least 80% of children in Year 4 will score 25/25 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> <p>Weekly times table assessment in Year 4 to show improvements in time table recall.</p> <p>Clear entry and exit data are recorded for all interventions which demonstrates increase in attainment.</p>
Children to engage in reading for pleasure	<p>Data regarding disadvantaged children's interest in reading for pleasure will show an increase in engagement (UWE survey/reading for pleasure grids).</p> <p>Children able to speak with confidence about books and their authors.</p> <p>Children will be exposed to a range of authors and genres through author hour, reading for pleasure and author visits.</p>
Children will have increased opportunities to engage in extra-curricular activities	<p>At least 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 will be used to determine the focus of a six week Thrive block using the plan, do, review model.</p> <p>PP children will engage in their learning with very rare low-level disruption.</p> <p>PP children will use learnt strategies to help them to re-focus on learning.</p> <p>Nest and Thrive sessions will help equip children with social skills to develop and maintain friendships.</p>
Improve the attendance of our disadvantaged learners	<p>All disadvantaged learners will have an attendance figure of at least 95%.</p> <p>The number of times a child is late will reduce.</p> <p>The gap in attendance between PP and non-PP children will be narrowed.</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: £48830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil book study (PBS): ensure that through planning monitoring, book monitoring and pupil voice, children can demonstrate that they know more and remember more.</p> <p>CPD: PBS in all curriculum subjects</p> <p>CPD: PBS across hub schools</p>	<p>EEF research into effective feedback +7 months progress when focusing on feedback</p>	1
<p>Secure Staverton's high-quality teaching through the regular monitoring of the model of teaching and learning. All staff fully understanding and embedding the Staverton blueprint.</p> <p>CPD: staff meetings</p>	<p>EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.</p>	1
<p>New approach to the teaching of spellings</p> <p>CPD: staff meetings</p>	<p>EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.</p>	1
<p>Writing moderation across school and local schools. We have a qualified writing moderator on our teaching team</p> <p>CPD: colleagues will receive training and support to secure writing judgements and accurately assess gaps. This is happening with a range of local schools</p>	<p>EEF diagnostic assessment</p>	1
<p>New reading assessment in place and reading scheme for USK2</p> <p>New writing sequence</p> <p>CPD: Wiltshire writing project</p> <p>New phonics lead introducing UKS2 scheme</p> <p>Continue embedding our phonics scheme</p>	<p>EEF diagnostic assessment</p> <p>EEF: phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of four months progress.</p>	1

CPD: all staff delivering this assessment will have appropriate training  Regular training and monitoring opportunities for staff teaching phonics scheme		
Secure an equitable approach to a love of reading (and writing). This will include funding, high-quality literature and access to regular library slots with our school librarian  The school is running their second literature festival  The school now have a part-time librarian.  CPD: INSET days have been planned with a focus on reading for pleasure and high-quality literature. Guest speakers present.	EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.  RfP pedagogy research UWE etc	1,3
Continue with implementation of 'Maths No Problem'. Introduction of new assessments for maths. School leaders are being supported with another maths lead  CPD: target lesson structure  CPD: Mobius maths hub involvement for maths lead  CPD: support for external, successful maths leads	EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.  The impact of mastery learning approaches is an additional five months of progress, on average, over the course of a year. (EEF teaching and learning toolkit)  Research around mastery number  EEF Diagnostic assessment	1
Sustain the implementation of times tables intervention scheme. Regular monitoring from Maths lead and SLT  CPD: refresher and coaching for individuals	EEF research number fluency	1
TA funding to secure support for the high-quality teaching provision. Several TA courses have been offered.	EEF effective use of TAs	1,2,3
Dedicated leadership time for English, phonics, maths, science and curriculum to secure effective monitoring	EEF diagnostic assessment	1,3

Implementing a research project to support oracy and speech and language within EYFS and KS1.  CPD: EYFS lead and Year 1 teacher training on cracking communication	EEF toolkit identifies high quality teaching as one of the main ways to support the most disadvantaged learners.  EEF diagnostic assessment	1
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,750

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.  Phonics resources sent home	EEF Phonics toolkit etc  EEF: phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of four months progress	1,2
Small group intervention for Y6 in reading, SPAG and arithmetic	EEF small group intervention	1,2
Mastering number interventions supported by trained TAs	<a href="#"><u>EEF small group</u></a> <a href="#"><u>EEF TA</u></a> <a href="#"><u>EEF number</u></a>	1,2
Reading for pleasure – reading aloud	<a href="#"><u>EEF small group</u></a> <a href="#"><u>EEF reading aloud</u></a>	1
Times table support groups	<a href="#"><u>EEF small group</u></a> <a href="#"><u>EEF TA</u></a> <a href="#"><u>EEF number</u></a>	1,2

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

Budgeted cost: £13,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing interventions ran in The Nest by trained teacher who is also the school's wellbeing lead.	Improving children's wellbeing and attitudes to school can enhance learning experience and life	2

Thrive practitioners support with social, emotional and mental health needs.	<p>chances. EEF attainment gap report</p> <p>The EEF teacher toolkit highlights the positive impact of 'Social and Emotional' learning and on average children make 4 months extra progress</p>	
Out of class pastoral manager supporting children and their families with social and emotional needs	<p>Improving children's wellbeing and attitudes to school can enhance learning experience and life chances. EEF attainment gap report</p> <p>Parental engagement is shown by EEF as having a moderate impact on progress in learning</p>	2,5
Support for enrichment activities including school pantomime, residential visit, extra-curricular events	<p>EEF enrichment</p> <p>The EEF teacher toolkit recognises that arts participation has a positive impact on disadvantaged children's progress</p>	4,5
Wrap-around care support (breakfast and after-school club)	EFF breakfast club	4,5
Attendance New attendance champion and pastoral manager attending 'improving attendance' courses	<p>EFF attendance</p> <p>Parental engagement is shown by EEF as having a moderate impact on progress in learning</p>	5

**Total budgeted cost: £80,330**

## **Part B: Review of outcomes in 2023 - 25**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. Support children to make sure that they make progress in their reading, their interest in reading and their phonetic knowledge

Through 1:1 reading and small targeted groups, teachers and teaching assistants have worked to identify and plug gaps. New reading assessment have been recently introduced with the aim that all children will have accurate reading assessment starting points for teachers to set SMART reading targets for children eligible for PP. Whilst a good percentage of pp children have made progress from their starting points, we want to focus on helping them to achieve expected standard. Data sourced from our reading for pleasure survey shows an increase in reading engagement. Class teachers also support these findings through in class evidence. Lunchtime clubs have been provided in the library to encourage reading for pleasure. These clubs are run by the reading for pleasure lead and many children volunteers. 2023-2024 academic year, we identified that 57% of children eligible for PP passed the phonics screening check. 2024-2025 academic year, we identified 80% of children eligible for PP passed the phonics screening check. Targeted intervention has been put in place to support those that didn't pass in Year 1 to help them pass their re-take in Year 2.

2. Effectively teach multiplication tables across the school

All teachers and teaching assistants delivering interventions feel confident in delivering the teaching of multiplication tables. The 2023 Y4 multiplication tables check shows that 66% of PP children scored 80% or above. The 2024 Y4 multiplication tables check shows that 90% of PP children scored 80% or above. Those that did not achieve this have been supported through daily targeted groups identifying and focussing on the times tables that they are struggling with. Regular assessments are completed to ensure these interventions are supporting these children to make progress.

3. Children will have increased opportunities to engage in extra-curricular activities

We have recognised that more of our disadvantaged learners are engaging with extra-curricular activities. All children are able to attend trips as parents are aware of the support in place through our universal approach. This is evident by most Year 6 children attending their residential trip and all attending school trip. In addition to this, through careful planning and selection, more of our disadvantaged learners are attending clubs. Some clubs and events are planned throughout the day allowing all children to attend. Free trials are offered from external club providers increasing the engagement of externally provided sports clubs.

4. The social and emotional needs of children are addressed and this support means that they are ready to learn

The social and emotional support that has been put in place through our Thrive practitioners, NEST lead and pastoral managers has had a huge impact on how our disadvantaged learners are engaging within the classroom. Those children

that struggle at the beginning of sessions are being supported quickly and encouraged back to their learning. Children are independently beginning to use strategies taught within their individual or small group session which is helping their readiness to learn. Through fortnightly TAP meetings, where there is a big focus on our disadvantaged learners, new needs are being identified and addressed quickly.

**Data review:**

End of EYFS	All Pupils		Pupils eligible for PP
	National		
			School
Achieving a good level of development 2023	65.2%	78%	60%
Achieving good level of development 2024	67.7%	71%	40%
Achieving good level of development 2025		76%	100%

Phonics Screening Check	All Pupils			Pupils eligible for PP
	National		School	
			School	
% Achieving Y1 2023	81%	88%		57%
% Achieving Y1 2024	80%	88%		60%
% Achieving Y1 2025	80%	91%		
% achieving by end of Y2 2023	87%	85%		60%
% achieving by end of year 2 2024	89%	88%		57%
% achieving by end of year 2 2025	89%	100%		100%

End of KS1					
		All Pupils			
		National	School		
Meeting ARE or above in reading, writing and maths 2023			32%	0/8	
Meeting ARE or above in reading, writing and maths 2024			57%	0/4	
Meeting ARE or above in reading, writing and maths 2025			55%	3/11	
Meeting ARE or above in reading 2023		68%	45%	1/8	
Meeting ARE or above in reading 2024			65%	1/4	
Meeting ARE or above in reading 2025			72%	6/11	
Meeting ARE or above in writing 2023		60%	43%	1/8	
Meeting ARE or above in writing 2024			63%	0/4	
Meeting ARE or above in writing 2025			55%	3/11	
Meeting ARE or above in maths 2023		70%	68%	2/8	
Meeting ARE or above in maths 2024			78%	2/4	
Meeting ARE or above in maths 2025			72%	6/11	

End of KS2					
		All Pupils			
		National	School		
Meeting ARE or above in reading, writing and maths 2023		59%	54%	33%	
2024		61%	50%	27%	
2025		62%	57%	29%	
Meeting ARE or above in reading 2023		73%	71%	53%	
2024			71%	45%	
2025		75%	80%	64%	
Meeting ARE or above in writing 2023		71%	71%	53%	
2024			71%	36%	
2025		72%	75%	57%	
Meeting ARE or above in maths 2023		73%	69%	47%	
2024			68%	45%	
2025		74%	73%	43%	
Meeting ARE or above in SPAG 2023		72%	71%	53%	

	2024		71%	36%	
	2025	62%	67%	43%	

