

Pupil premium strategy statement 2021/22

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

| Detail | Data |
|---|----------------------------------|
| School name | St David's C of E Primary School |
| Number of pupils in school | 100 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Fran Brinicombe |
| Pupil premium lead | Fran Brinicombe |
| Governor / Trustee lead | Ashley Leeson |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £36,940 |
| Recovery premium funding allocation this academic year | £3625 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £40,565 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can make good progress and achieve high attainment across all subject areas.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Led-Tutoring for pupils whose education has been worst affected, including disadvantaged pupils

Objectives:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gap
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

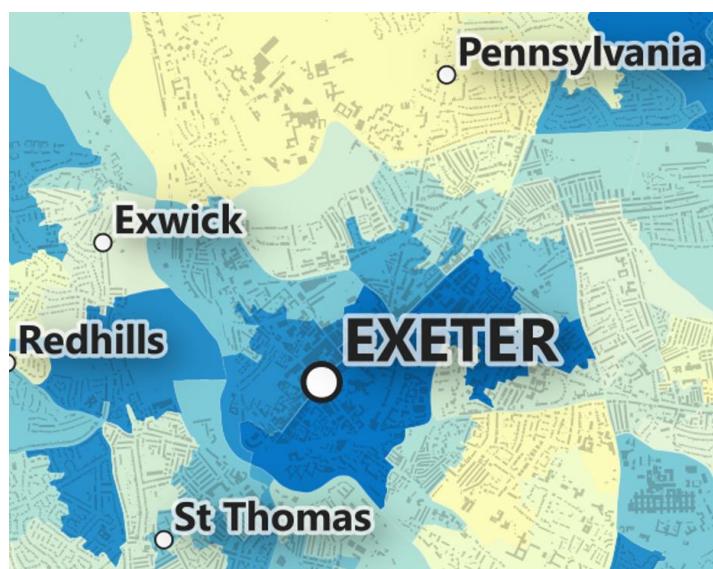
In order to achieve our objectives we will:

- Provide staff with high quality CPD
- Provide targeted intervention and support work to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure all pupils have access to trips, residentials, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

- Provide appropriate nurture support to support pupils in their emotional and social development

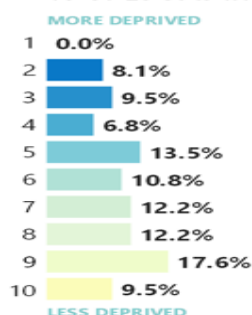
Demography and School Context

St David's C of E Primary School is in central Exeter in an area of social deprivation where a high proportion of families have low incomes and live in over-crowded households.



Local deprivation profile

% of LSOAs in each national deprivation decile



What this map shows

This is a map of Indices of Deprivation 2019 data for **Exeter**. The colours on the map indicate the deprivation decile of each Lower Layer Super Output Area (LSOA) for England as a whole, and the coloured bars above indicate the proportion of LSOAs in each national deprivation decile. The most deprived areas (decile 1) are shown in blue. It is important to keep in mind that the Indices of Deprivation relate to small areas and do not tell us how deprived, or wealthy, individual people are. LSOAs have an average population of just under 1,700 (as of 2017).



The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress – this is particularly so in EY/KS1
- To allocate a ‘Catch Up’ tutor in KS2 - providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally from EY to KS1.
- Additional learning support
- Support to pay for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lockdown has meant that for some disadvantaged pupils the gaps in their basic skills of Reading, Writing and Maths has widened |
| 2 | 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. |
| 3 | Financial constraints on families can make it difficult for some pupils to attend visits and residential trips. |
| 4 | Financial constraints on families can mean that some children do not have a sufficient breakfast in the morning |
| 5 | Assessments, observations and discussions with pupils and families identify social and emotional issues for many pupils, and a lack of enrichment |

| | |
|--|--|
| | opportunities during school closure/lockdown. These challenges particularly affect disadvantaged pupils, including their attainment. |
|--|--|

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 |
|--|---|
| Attainment/Progress in Reading <ul style="list-style-type: none"> Improved reading attainment among disadvantaged pupils | Achieve at/above national average attainment/progress scores in KS2 Reading |
| Attainment/Progress in Writing | Achieve at/above national average attainment/progress scores in KS2 Writing |
| Attainment/Progress in Mathematics <ul style="list-style-type: none"> Improved maths attainment for disadvantaged pupils at the end of KS2. | Achieve at/above national average attainment/progress scores in KS2 Maths |
| Phonics <ul style="list-style-type: none"> Improved phonics attainment for disadvantaged pupils at the end of Y1. | Achieve at/above national average expected standard in PSC |
| Increased opportunities for developing cultural capital through trips/ visits and activities | As detailed in: <ul style="list-style-type: none"> qualitative data from pupil voice, 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,165

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching and Learning focus on evidence-based strategies to support QFT | Supporting the attainment of Disadvantaged Pupils (DFE 2015) suggests high quality teaching as a key aspect of successful schools | 1 |

| | | |
|--|---|------|
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £2000 | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 1,2 |
| <i>Staff CPD</i> | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Staff are released to attend Networks/CPD linked to their area of responsibility (Maths/Eng/Y2/Y6/EY) to facilitate the leading of the curriculum area within the school (& across the Trust) | 1,2, |

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

Budgeted cost: **£10,200**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2 |

| | | |
|---|--|---|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>All Staff (Teachers and TAs to complete Little Wandle program of training (Spring 2022)</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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
|---|--|---|

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

Budgeted cost: £10,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>HLTA to work with vulnerable pupils to ensure they can access learning</i></p> <p><i>DDSL – training & time allocation</i></p> | <p>HLTA to support pupils with behaviour problems – all of these children are also pupils with an entitlement to PP.</p> <p>HLTA works with class teachers and TAs to design and implement strategies that will</p> <p>With COVID - home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement (HLTA position also DDSL)</p> | 3,4,5 |
| <p><i>Magic Breakfast provides a free breakfast for all children to start their day</i></p> <p>£1000</p> | <p>Food deprivation is high at St David's . Having supplies of food donated (via Magic breakfast) through lockdown kept spirits high at the start of each day and meant that nobody went hungry.</p> <p>Research shows hungry children do not perform as well.</p> | 3,4,5 |
| <p><i>Activity Week costs/ Costs (Y5/6)</i></p> <p>£1000</p> | <p>It is essential for their pupil wellbeing that they experience different settings and experiences – some families are unable to provide this. All educational visits are linked to Topics that they are studying.</p> <ul style="list-style-type: none"> ○ Every child has the right to learn to play an instrument ○ We encourage Active learning to stop the obesity crises | 1,2,3,4,5 |

| | | |
|---|--|---|
| Whole staff training on SEND/behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 5 |
|---|--|---|

Total budgeted cost: £40,565

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was in line with their prior attainment – low outcomes from EY. It should be noted that there were only 2 PP pupils (1 FSM and 1 PP+) and therefore each child accounts for 50% of the data. At the end of the year RWM combined for PP pupils was 50%.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all teaching and learning to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Neither of the two pupils attended school during lockdowns and one did not engage well with home learning. A place was offered back in school but parents did not wish them to attend. The impact was reduced due to the high quality curriculum provided both during the remote learning offer and then when the children returned to school. Home learning was delivered via TEAMS with live teaching sessions included and class staff also provided weekly wellbeing calls.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

KS2 attainment for last academic year (Internal Data submitted to Local Authority)

| Measure | Score |
|---------|-------|
| Reading | 100% |
| Writing | 91% |
| Maths | 91% |

Disadvantaged pupils

| Measure | Score |
|--------------------------------------|------------|
| Meeting expected standard at KS2 RWM | 50% (1/2) |
| Reading | 100% (2/2) |
| Writing | 50% (1/2) |
| Maths | 50% (1/2) |
| Achieving high standard at KS2 RWM | |
| Reading | 0 |
| Writing | 0 |
| Maths | 0 |

Only 1 pupil in Y6 2021 was identified as FSM 1/11 – 9%

Additionally 1 pupil qualified for PP+ as an adopted child 1/11 – 9%

PP overall = 18%

18% of the year group were identified as Disadvantaged.

The attainment gaps between this group and the rest of the cohort were not significant when the size of the cohort is taken into consideration.

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

| Programme | Provider |
|----------------------------------|----------------------------|
| X Tables Rockstars | TT Rockstars |
| Speech and Language Link | Speechlink Multi Media Ltd |
| Nessy – Dyslexia | Net Educational Systems |
| Little Wandle (Letters & Sounds) | Harper Collins |

Further information

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.
- offering high quality extracurricular, trips and 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.