

Pupil premium strategy statement – St David's C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Alison Bourne (HT)
Pupil premium lead	Alison Bourne (HT)
Governor / Trustee lead	Deborah Leighton Plom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32, 010
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£870
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32, 880

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that our 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.

Our ultimate objectives are to:

- 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 all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support of pupils whose education has been worst affected.

Challenges

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

Challenge number	Detail of challenge
1	Mathematical and language and literacy skills of our disadvantaged learners are generally lower than their non-disadvantaged peers on entry to school. They can find it harder to retain and apply mathematical, phonic and reading knowledge.
2	Some of our disadvantaged learners lack the confidence needed to become resilient learners.
3	Financial constraints on families can make it difficult for disadvantaged pupils to attend trips and residential or have the necessary resources to engage at school ie uniform
4	Pupils may lack the cultural capital they need to succeed in life.
5	Periods of school closure in recent years have meant that for some disadvantaged pupils the gap in their basic skills of reading, writing and maths has widened.

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 attainment among disadvantaged pupils.	KS2 reading outcomes for disadvantaged pupils will be in line or above the national average.
Improved maths attainment for disadvantaged pupils.	KS2 reading outcomes for disadvantaged pupils will be in line or above the national average.
Improved writing attainment for disadvantaged pupils.	KS2 reading outcomes for disadvantaged pupils will be in line or above the national average.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> - student surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To provide opportunities to improve pupils cultural capital.	A significant increase in participation in enrichment activities.
Disadvantaged pupils to be engaged and well prepared for their next phase of education.	Attendance in line with national average, transitions between key stages successful.

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: £23,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 5

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

Budgeted cost: £6,000 (Recovery Premium)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to support targeted interventions.	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions. EEF Improving Mathematics in KS2 guidance report (2017) recommendation 7 is to use structured interventions to provide additional support. EEF Improving Mathematics in Early Years and KS1 guidance report (2020)	1, 5, 2
	recommendation 5 is to use high quality targeted support to help all children learn mathematics.	

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions to pupils.	<p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</p> <p>EEF research states that the average impact of successful social emotional learning interventions is an additional four months' progress over the course of a year.</p>	2
Subsidised Visits/Visitors/residential.	<p>To help develop pupils' cultural capital (Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work)</p>	3, 4
Provide extracurricular activities.	<p>To help develop pupils' cultural capital (Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work)</p>	4

Total budgeted cost: £32, 880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is a three yearly plan with regular review. This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

KS2 RWM National Average 59% St David's PP 50% (1/2)

KS2 R National Average 73% St David's PP 100% (2/2)

KS2 W National Average 71% St David's PP 100% (2/2)

KS2 M National Average 73% St David's PP 50% (2/2)

KS2 SPAG National Average 72% St David's PP 100% (2/2) 1

00% of PP pupils attended day visits, 100% attended offered residential visits. Funded sports club places provided. 68% of PP pupils attended an extra-curricular club.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Get Set 4 PE	Get Set 4 Education
Letterjoin	Green & Tempest Ltd