

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Staveley CE Primary School
Number of pupils in school	100 – Dec 2023
Proportion (%) of pupil premium eligible pupils	12% - Dec 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Annie Samman – Chair of Governors
Pupil premium lead	Lisa Strange – HT
Governor lead	Annie Samman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,460
Recovery premium funding allocation this academic year	£1,000
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	£18,460

Part A: Pupil premium strategy plan

Statement of intent



Our School Vision

We love to learn. We learn to love.

Our vision embraces loving one another as Jesus loved us. We strive to recognise our flocks' individual gifts and celebrate these gifts in a caring, loving and Christian environment. We aspire to create a community of hope filled, lifelong learners who are empowered to embrace challenge and can influence positive change in the world.

Our Bible Verse

John 13:34 (The Message)

Love one another in the same way I loved you. This is how everyone will recognise that you are my disciples when they see the love you have for each other.

Our Christian Values

*Friendship Respect Compassion
Thankfulness Courage Service*

Golden Rule

Treat other people the way you want them to treat you.

We use a range of strategies to provide challenge and support to all pupils and to overcome barriers to learning.

Our curriculum provides pupils with a wide range of opportunities and experiences. It engages children in their learning, pupils make good progress and are well prepared for the next stage of their learning journey. We are an inclusive school and want all pupils to have the best possible experience of primary school.

We provide interventions to address gaps in learning for all pupils including children eligible for the Pupil Premium. Intervention may be one to one or small groups. The main aim is for disadvantaged pupils to do as well in school as children not eligible for funding with similar starting points.

In planning how we use our Pupil Premium Funding, we analyse school data on attainment and progress. SLT work closely with school staff to identify and address specific gaps in learning. We also use research from the Education Endowment Foundation. Staff are committed to ensuring that our disadvantaged pupils, receive high quality teaching and targeted academic support.

Our strategy is planned and runs over a 3 year period, with routine reviews and an annual update where we can evaluate the impact of our spending and modify plans for future years.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils make less progress than their peers in reading, writing, maths and phonics
2	Some disadvantaged pupils struggle with behaviour for learning e.g. they lack determination, resilience, self-motivation and belief in their own abilities which can hinder their progress and attainment
3	Some disadvantaged pupils come from backgrounds where there is limited aspirations and poor engagement with learning
4	Some disadvantaged pupils have limited support available to them at home for a number of reasons e.g. additional needs in the household, family working patterns, technological resources, and other resources. This can impact on them being prepared for a school day, personal organisation, homework completion
5	Some of our disadvantaged pupils have families who are not able to pay in full for additional educational activities, trips and visits
6	Some of our disadvantaged pupils are also on the SEND register

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
<p>All disadvantaged pupils make at least expected progress from their individual starting points in Reading, Writing, Maths and Phonics</p> <p>Attainment for disadvantaged children in line with their cohort or other children with similar characteristics e.g. SEND</p>	<ul style="list-style-type: none"> • All disadvantaged pupils make at least 6 steps of progress in Scholarpack tracking per year in RWM • Evidence of gap closure
<p>All pupils have equal access to the curriculum and additional educational opportunities including any remote learning periods</p>	<ul style="list-style-type: none"> ✓ No disadvantaged pupil will miss out on any educational opportunities or extra-curricular experiences that they wish to attend ✓ All disadvantaged pupils will have access to technology e.g. school provided laptops so progress remains in line with peers

<p>Engagement in learning and school life matches attitudes of other children in school including behaviour for learning characteristics</p>	<ul style="list-style-type: none">• All pupils feel they are part of Staveley School• All pupils are happy and engaged whilst at school• School staff support families to help their child being 'ready for school'
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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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to engage with Maths Hub activity e.g. Sustaining Work Group, Mastering Number for Reception and Year 1</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,3,6</p>
<p>Enhance our English and Phonics teaching in line with EEF guidance. English Subject Leader will complete NPQLL</p>	<p>EEF Guidance reports education-evidence/guidance-reports/literacy-ks-1 education-evidence/guidance-reports/literacy-ks2</p>	<p>1,3,6</p>
<p>Involvement in Local Authority RADY (Raising Attainment of Disadvantaged Young) project</p>	<p>The local authority have commissioned this training for schools in Westmorland and Furness based on results with other areas.</p>	<p>1-6</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of IDL to support children with spelling and reading	EEF Teaching and Learning Toolkit: Individualised Instruction = +4 months	1,2,6
Additional phonics sessions for children who require further support to address gaps	EEF Teaching and Learning Toolkit: Individualised Instruction = +4 months	1,2,6
Purchase of Fresh Start RWI materials for children in Y5/6	EEF Teaching and Learning Toolkit: Individualised Instruction = +4 months	1,2,6
One to One and small group intervention led by Teaching Assistants	EEF Teaching and Learning Toolkit: Individualised Instruction = +4 months One to One Tuition = +5 months Meta Cognition and Self-Regulation = +7 months Small Group Tuition = +4 months	1,2,6

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

Budgeted cost: £5460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of milk for all children in Reception	Healthy Lives are important and we see children with a range of diets	4
Funding to support access to trips, visits, clubs and extra-curricular activities	Social and Emotional Learning = +4 Metacognition and Self-Regulation = +7	5
Small Contingency Fund	To cover any unplanned issues which may occur	All

Total budgeted cost: £18,460

There were 3 pupils in receipt of Pupil Premium Funding in Year 6 in the academic year 2022-2023 – all 3 were also SEN support.

0% of PPG children achieved the expected standard in Reading and Maths.

33.3% of PPG children achieved the expected standard in Writing

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 2022 to 2023 academic year.

Intended outcome	Activity	Success criteria	Impact of Provision
<ul style="list-style-type: none"> ✓ All disadvantaged pupils make at least expected progress from their individual starting points in Reading, Writing, Maths and Phonics ✓ Attainment for disadvantaged children in line with their cohort or other children with similar characteristics e.g. SEND 	<ul style="list-style-type: none"> ✓ Enhance our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to engage with Maths Hub activity e.g. Development Work Group and Early Career Teacher Work Group ✓ Enhance our English and Phonics teaching in line with EEF guidance. We will fund teacher release time to engage with English Hub activity e.g. CPD events ✓ Staff Training on implementation of SCARF PSHE Programme. Including engagement with RSE Hub. 	<ul style="list-style-type: none"> ✓ All disadvantaged pupils make at least 6 steps of progress in Scholarpack tracking per year in RWM ✓ Evidence of gap closure 	<p>Attendance – 2022-2023</p> <p>95.6% whole school</p> <p>91% PPG</p> <p>3 children in Year 6 were in receipt of PPG.</p> <p>33% of PPG children in Year 6 achieved Expected Standard at Year 6 – writing</p> <p>At the end of Year 2 of our plan – not all PPG children are making 6 steps of progress. To support with this we have undertaken RADY project.</p> <p>PPG children are engaging well with PSHE.</p>
<ul style="list-style-type: none"> ✓ All pupils have equal access to the curriculum 	<ul style="list-style-type: none"> ✓ Purchase of IDL to support children with spelling and reading 	<ul style="list-style-type: none"> ✓ No disadvantaged pupil will miss out on any educational 	<p>All PPG children who need it access IDL and logins can be used at home.</p>

<p>and additional educational opportunities including any remote learning periods</p>	<ul style="list-style-type: none"> ✓ Additional phonics sessions for children who require further support to address gaps ✓ One to One and small group intervention led by Teaching Assistants 	<p>opportunities or extra-curricular experiences that they wish to attend</p> <ul style="list-style-type: none"> ✓ All disadvantaged pupils will have access to technology e.g. school provided laptops so progress remains in line with peers 	<p>Children with gaps in phonics receive interventions either in small group or one to one.</p>
<ul style="list-style-type: none"> ✓ Engagement in learning and school life matches attitudes of other children in school including behaviour for learning characteristics 	<ul style="list-style-type: none"> ✓ Provision of milk for all children in Reception ✓ Funding to support access to trips, visits, clubs and extra-curricular activities ✓ Small Contingency Fund 	<ul style="list-style-type: none"> ✓ All pupils feel they are part of Staveley School ✓ All pupils are happy and engaged whilst at school ✓ School staff support families to help their child being 'ready for school' 	<p>New starters meeting at the beginning of year gives parents guidance and information on how to prepare for starting school and what they need to be able to do. We have strong links with our local nursery and have introduced pre-school sessions every half term. The nursery uses the school grounds for forest school sessions.</p> <p>Trips are heavily subsidised and no child is excluded when parents cannot afford it.</p>

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
IDL Literacy Intervention	IDL