

Pupil premium strategy statement

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	Staveley CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicky Jones – Chair of Governors
Pupil premium lead	Lisa Strange – HT
Governor / Trustee lead	Annie Samman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£1,088
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	£21,263

Part A: Pupil premium strategy plan

Statement of intent

At Staveley CE Primary School, we are committed to developing every child's full potential and have high expectations for all our pupils. We believe we can achieve this through our school vision.

Our School Vision has 5 key principles;

- to inspire a pride in our school,
- to instil a love of learning,
- to follow Christian values and develop an understanding of faith,
- to enable creativity,
- to engage with our families, community and environment

Proverbs 22:6

Teach children how they should live, and they will remember it all their life.

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 in 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
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	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	1,3,6
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	EEF Guidance reports education-evidence/guidance-reports/literacy-ks-1 education-evidence/guidance-reports/literacy-ks2	1,3,6
Staff Training on implementation of SCARF PSHE Programme. Including engagement with RSE Hub.	Evidence from EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation = +7	2,3,4,6

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

Budgeted cost: £13000

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
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: £5263

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of SCARF PSHE Programme	EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation = +7 months	2,3
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: £21,263

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.

There were no statutory tests in the 2020-2021 academic year.

There were 5 pupils in receipt of Pupil Premium Funding in Year 6 in the academic year 2020-2021 – 3 of which were also SEND.

Standardised teacher administered tests and assessments informed the school's internal data tracking system. Children in receipt of Pupil Premium Funding performed better in Maths.

60% of the PPG children achieving age related expectations in Maths and Reading. Writing was significantly below with only 40% achieving age related expectations. Children performing at age related expectations also made expected progress.

Covid had a significant impact on some children in receipt of PP funding and this was highlighted in a drop in progress in Y5/6

Catch Up funding in 2020-2021 was spent on teacher led interventions to address gaps in learning and social and emotional aspects of learning.

All children in receipt of PP and their parents wanted them to attend school were given a place.

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