# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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 | Seend C of E Primary |
| Number of pupils in school | 89 |
| Proportion (%) of pupil premium eligible pupils | 22.47 % (20 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2023 and reviewed December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Simon Cowley |
| Pupil premium lead | Emma Hembury |
| Governor / Trustee lead | Chris Downham C of G |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | Deprivation PP £18436  Services PP £2380  Post-LAC £0  Total £ |
| Recovery premium funding allocation this academic year | 0 |
| 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 | £18436 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers, despite this being a small cohort within our school. The overarching aim for our pupil premium funding is to provide our children with quality first teaching from all school professionals that engages, develops and supports key learning skills that will allow them to become confident learners. In addition to this, we aim to provide children with the values they need to become outstanding members of society and increase their ambition and social capital, especially those from a disadvantaged background so that they make a positive impact on our cultural capital.  School staff work alongside other school professionals, including governors to ensure that the pupil premium is targeted to need and monitored rigorously for impact. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Development of the curriculum in order to improve oracy in the school to support children with reading and writing in particular. |
| 2 | Impact on persistent absence for school year to be reduced and be above national average for attendance. |
| 3 | PP children are not attaining as well as Non-PP therefore we need to forensically track and analyse their performance to reduce the gap quicker. |
| 4 | Lack of resilience amongst children and the negative impact on learning behaviours |
| 5 | Emotional stability, well-being and availability to learn for children with PP and other factors i.e. SEND |

## 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 |
| Attendance markers, especially for vulnerable groups, will be inline or above National markers | Comparison with National Attendance data. Impact of SAM meetings |
| Gaps are narrowed between vulnerable groups | A higher percentage of the children achieve end of year age related expectations than the end of the previous year. All children are targeted where GDS can be achieved. This is particularly evident where children have more than one area of disadvantage |
| Pupils are increasingly able to manage their emotional behaviours and self-regulate in response to challenges | Children can access their learning and focus more without being distracted personal barriers to learning and achieve success |
| Children experience a range of enrichment activities again to develop teamwork and resilience | No PPG child will miss a residential / trip/ after school curriculum through not being able to pay. |

## 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: £10,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| For all staff to become aware of EEF research:  Preparing for literacy and oracy | EEF toolkit shows that interventions linked to oral intervention, phonics and reading strategies impact (+6 mnths) with a low cost  “Quality Teaching helps every child” EEF guided to the Pupil Premium  EEF – Good teaching is the most important lever schools have to improve outcomes of the disadvantaged  Subject knowledge underpins successful teaching and enables quality first teaching | 1,3 |
| Focussed feedback from all staff | EEF toolkit states high impact low coast (+6 mnths) for feedback | 1,3 |
| Raise the profile of PP children across the school  Register of PP children and identification of needs and analysis of this  Progress review to be used to monitor and evaluate the strategy  QLA needs to be used to focus on what the PP children need for support | What happens in the classroom makes the biggest difference – EEA attainment gap report | 1,3 |
| Quality first teaching across the school  Common curriculum with a focus on oracy to be used  Talk for writing to be used in EYFS to promote oracy from a young age  Regular training on teaching approaches for teachers and TAs to ensure we are using this alongside previous growth mindset approaches  Team teaching with newer teachers from AP | “Quality Teaching helps every child” EEF guided to the Pupil Premium  EEF – Good teaching is the most important lever schools have to improve outcomes of the disadvantaged  Subject knowledge underpins successful teaching and enables quality first teaching | 1,3,5 |

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

Budgeted cost: £3,827

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Rapid phonics catch up support for children across the school | Use of new SSP so children keep up – accredited SSP and extension units for KS2 now published | 1,3 |
| Focussed support for PP children through TA deployment to close gaps from QLA and progress review meetings | Early identification and targeted pupil profiles show the impact of early intervention and regular monitoring so that curriculum can be adapted as appropriately for children with SEN, | 1,3,4,5 |

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

Budgeted cost: £4609

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA/nurture for 1 x TA | EEF states Social and Emotional Learning has moderate impact for moderate coast (+4 months). | 2,4,5 |
| Support offered to subsidise for enrichment / extracurricular activities. E.g. sport and wrap round care clubs | Enabling children to access high quality enrichment activities that they might otherwise not have access to will support their learning through experiential learning and vocabulary development. Some EEF evidence of impact of the arts and outside activity | 2,4 |
| Forest school trained member of staff to support pastoral offer | As above | 2,4,5 |
| Incentives and rewards for attendance | Children in school all day and punctually to access all learning | 2,4,5 |
| Curriculum enrichment that is bespoke to the PP children’s needs | Offer of a broader curriculum for children to achieve success with | 2,4,5 |

**Total budgeted cost: £18,436**

# 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Our assessments post pandemic still show that not all disadvantaged children are attaining at the expected level for their age in line with our targets from our previous strategy. This has particularly impacted on the challenges of self regulation and emotional wellbeing.  Through rigorous monitoring, both PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2023-24.  Current assessments have then been used to inform this strategy document and more importantly the provisions in place for all children  **Review of 2023 to 24 Results**  **Overview**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 6** | |  |  |  |  |  |  |  |  | | Nearly 30% difference for RWM combined for PP | | | | |  |  |  |  |  | | Reading and writing PP children were boradly in line with general data | | | | | | |  |  |  | | Maths was the subject that was lower at 25% of PP getting ARE | | | | | |  |  |  |  | | 0% of PP children got GD for Reading, wrtiing and Maths | | | | | |  |  |  |  | | PP scaled scoare for reading was a difference of 19 points | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | | **GLD Headlines** |  |  |  |  |  |  |  |  |  | | 100% of PP children got GLD, however there was only one child. 75% of the cohort got GLD. | | | | | | | | |  | | **Phonics** |  |  |  |  |  |  |  |  |  | | 50% of the 2 PP children passed the year 1 phonics screening check. 91% of the cohort passed the check. | | | | | | | | | | | **MTC** |  |  |  |  |  |  |  |  |  | | No child in Year 4 was PP or services  **Attendance - Current attendance is 96% with PP at 85% and service children at 92%** | | | |  |  |  |  |  |  |   **Year 6 Results in more detail**   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | |  | |  | Expected Standard | | | | Greater Depth | | | | | Average Score | | |  | **RWM** | Reading | Writing | Maths | **RWM** | Reading | Writing | Maths | Reading | | Maths | | **National Average** | **61%** | **74%** | **72%** | **73%** |  |  |  |  |  | |  | | **Trust Average** | **62%** | **73%** | **77%** | **75%** | **8%** | **23%** | **16%** | **20%** | **101** | | **101** | | 2022 results | 67% | 93% | 67% | 80% |  |  |  |  |  | |  | | 2023 results | 63% | 81% | 81% | 69% | 0% | 31% | 0% | 13% | 106 | | 103 | | 2024 FFT 20 Target | 78% |  |  |  | 16% |  |  |  |  | |  | | 2024 Actual | 54% | 85% | 77% | 62% | 0% | 15% | 8% | 0% | 97 | | 94 | | Actual vs. 2023 | -9% | 3% | -4% | -7% | 0% | -16% | 8% | -13% |  | |  | | Actual vs. FFT 20 target | -24% |  |  |  | -16% |  |  |  |  | |  | | Actual vs. national average | -7% | 11% | 5% | -11% | 0% | 15% | 8% | 0% |  | |  | | Boys | 50% | 88% | 75% | 63% | 0% | 0% | 13% | 0% | 104 | | 101 | | Girls | 60% | 80% | 80% | 60% | 0% | 40% | 0% | 0% | 87 | | 82 | | Disadvantaged | 25% | 75% | 75% | 25% | 0% | 0% | 0% | 0% | 78 | | 77 | | SEND | 0% | 50% | 25% | 25% | 0% | 0% | 0% | 0% | 75 | | 72 | |  |  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  | |  | |

## 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 |
| N/A |  |
|  |  |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* Allocation for 2023-24 Services PP £0

# Further information (optional)

|  |
| --- |
| * *2024-25 Services funding = £2380 will be used for the use of little troopers training and staffing* |