

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*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 2023 to 2024 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   | Sampford Peverell CofE Primary School |
| Number of pupils in school  | 117                                   |
| Proportion (%) of pupil premium eligible pupils   | 6                                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2024                             |
| Date this statement was published   | Sept 2023                             |
| Date on which it will be reviewed   | July 2024                             |
| Statement authorised by   | Sarah Price (Headteacher)             |
| Pupil premium lead  | Sarah Price                           |
| Governor / Trustee lead   | Kevin Snow                            |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £10185 |
| Recovery premium funding allocation this academic year  | £2000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £12185 |

# 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                | <i>Lockdown has meant that for some disadvantaged pupils the gap in their basic skills of reading, writing and maths has widened.</i>                  |
| 2                | <i>A lack of resilience in some disadvantage pupils can mean that they can give up too quickly and have a negative view of themselves as learners.</i> |
| 3                | <i>Financial constraints on families can make it difficult for disadvantaged pupils to attend trips and residential.</i>                               |
| 4                | <i>Pupils may lack the cultural capital they need to succeed in life.</i>  |
| 5                | <i>Financial constraints on families can mean that pupils do not have a sufficient breakfast in the morning.</i>                                       |

## 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.  | Pupils gaps in their reading will be addressed in order to reduce/eradicate the attainment gap compared to the national average.  |
| Improved maths attainment for disadvantaged pupils.  | Pupils gaps in their maths will be addressed in order to reduce/eradicate the attainment gap compared to the national average.  |
| Improved writing attainment for disadvantaged pupils.  | Pupils gaps in their writing will be addressed in order to reduce/eradicate the attainment gap compared to 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: student surveys and teacher observations<br>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To provide opportunities to improve pupils cultural capital.   | Pupils cultural capital will be improved due to the opportunities offered in school   |

## 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: £ 9,167

| 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                             |

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

Budgeted cost: £2000 (Recovery Premium)

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Teaching Assistants to support targeted interventions.<br><br>- Purchase IDL online literacy & maths programme. | EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.<br><br>EEF Improving Mathematics in KS2 guidance report (2017) recommendation 7 is to use structured interventions to provide additional support. | 1                             |
| Targeted tutoring for pupils in KS2.  | EEF research states that small group tuition has an average impact of 4 months additional progress over the course of the year.   | 1                             |

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

Budgeted cost: £ 1018

| 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/residentials. | 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) | 3                             |
| Provide extra-curricular activities.      | 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) | 4                             |
| Provided a healthy breakfast.             | Research has shown that students are able to learn better when they're well nourished, and eating healthy meals has been linked to higher grades, better memory and alertness, and faster information processing.   | 5                             |

**Total budgeted cost: £12185**

## 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.

Support pupils' wellbeing has ensured that they are in a better state of mind to learn. This has had a positive impact on whole school behaviour and most children in receipt of PP have had improved attendance this year.

Financial support has ensured that children in receipt of PP attend trips and residential which has help to widen their experiences and improve their cultural capital.

Children in receipt of PP have attended extra-curricular activities and this has helped widen their experiences and improve their cultural capital.

Children in receipt of PP have access to breakfast club which provides a healthy breakfast. This ensures a good start to the day.

Tutoring continues to address gaps in learning and internal assessments are demonstrating that this has been effective in supporting children to catch up with missed learning caused by the pandemic. KS2 data shows that our PP pupils made good progress since their KS1 assessments with pupils moving from WTS or below WTS to EXP or very close to expected.

### 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 |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*