Pupil premium strategy statement – Sampford Peverell CofE Primary School

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	119
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024/2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	Annually in Sept
Statement authorised by	Sarah Price
Pupil premium lead	Sarah Price
Governor / Trustee lead	Kevin Snow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,649
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*	£17,649

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 acquire the knowledge and attributes they need to become life-long learners and responsible citizens who will are prepared for the next stage of their education so that they fulfil their potential.

To ensure we use our funding to it's potential, we have used the EEF guidance (https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf) to inform our strategy. The evidence suggests that the most important factor in closing the disadvantaged attainment gap is high quality teaching, and as such, the bulk of our focus will ensure that all children receive high quality teaching.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will implement additional interventions at the earliest opportunity in order to close any attainment gaps from the outset.

Our strategy also ensures that enrichment opportunities are available to disadvantaged pupils removing the cost barrier to such activities.

Challenges

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

Challenge number	Detail of challenge
1	On entry to nursery/reception speech and language skills are lower for some disadvantaged pupils.
2	A significant number of our disadvantaged children display SEMH difficulties including a lack of resilience and low self-esteem.
3	Financial constraints on families can make it difficult for disadvantaged pupils to attend trips/residential and other activities to enhance their cultural capital.
4	Disadvantaged pupils make good progress in KS2 statutory outcomes but the attainment of some is below the expected standard.
5	Financial constraints on families can mean that pupils do not have a sufficient breakfast in the morning

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
All children eligible for pupil premium support will take part in activities outside of the classroom and increase their level of cultural capital and all children will be able to attend residential activities and / or school trips without a financial barrier.	Our curriculum ensures all children are exposed to a range of cultural experiences, including theatre trips, educational visits and sports clubs. There will be high levels of engagement in clubs, residentials and other trips for children in receipt of PP.
Disadvantaged pupils will be assessed twice a year whilst in their Reception class in order to identify any speech / language delays or disorders. Where necessary, interventions will be carried out to address needs and onward referrals will be made in a timely manner as waiting lists to see professionals are long.	Pupils will be assessed using the Infant Speech and Language Link programs – reassessment will show progress over time (this will depend on the need of the child). Further targeted support will be put in place as required.
Pupils who are lacking in resilience and have poorer social, emotional and mental health will be able to articulate their difficulties and have strategies for supporting themselves.	1-1 or small group intervention will support pupils to build relationships and develop a feeling of safety. In turn, the pupils will develop language associated with their needs and be able to articulate how they are feeling and why. Our whole school Learning Powers will also celebrate resilience and perseverance.
Pupils who are disadvantaged without additional SEND will achieve outcomes in line with their peers by the end of each key stage.	We will notice sustained high outcomes in all subjects at the end of each key stage. Pupils who also have SEND will make progress at a level in line with their own capabilities and school assessments will show progress

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: £15,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve pupil outcomes - identify pupils who need support and use the 5 a day principle to improve quality first teaching.	Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF (educationendowmentfoundation.org.uk) Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)	1, 2, 4

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link	Speech and Language Link - support for SLCN Communication and language approaches | EEF (educationendowmentfoundation.org.uk)	1
IDL – intervention for Reading/Spelling	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2, 4

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions to pupils.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. 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.	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)	3
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: £ 17,649

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils' wellbeing has been supported by helping them to name a range of emotions and be able to recognise how these emotions make them feel. This has had a positive impact on the way they interact with others and is supporting a more positive view of themselves and of school. Overall attendance for pupils in receipt of PP has stayed above 95%

(2025/2026) 98%
(2024/2025) 96%
(2023/24) 97%
(2022/23) 90%

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 and ensures a good start to the day.

Quality first teaching and tutoring is addressing gaps in learning and internal assessments are demonstrating that this is supporting children to fill gaps due to previous attendance.

2023 - KS2 data showed 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. Progress scores for disadvantage pupils was reading 6.18, writing 3.42 and maths 2.29. There is no progress scores for 2024 due to the Covid pandemic.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.