

# Pupil premium strategy statement – St. David’s Church of England Primary School

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	245
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jenny Walker (HT)
Pupil premium lead	Jenny Walker (H/T)/ Nathan Cox (DHT)
Governor / Trustee lead	Orville Wade/ Aisling Stranack

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,160
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Withdrawn end of 23/24 £0 (Tutoring funding)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,160

## Part A: Pupil premium strategy plan

### Statement of intent

At St. David's, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving that goal, including progress for those who are already high attainers.

We will consider the challenges vulnerable pupils face, such as those with a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Teaching (QFT) 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for improving learning outcomes, notably in its targeted support through SEMH support for pupils whose well-being has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils fulfil their potential. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- check disadvantaged pupils have understood the activity to ensure they succeed
- act early to intervene at the point the need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- Improve attendance leading to better outcomes
- adopt a whole school approach to address SEMH needs

## Challenges

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

Challenge number	Detail of challenge
1	SEND: The large majority of our disadvantaged children fall into another vulnerable group, especially those having an additional special need.
2	Vocabulary & Speech and Language: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Reading: Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics/reading than their peers, which negatively impacts their development as readers.
4	Maths: Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils (especially fluency). The school is the lowest at 20% in the country.
5	Well-being: Our assessments (including a well-being survey), observations, and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to their SEMH needs. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Behaviour: Negative impact on progress caused by poor behaviour and disruption to learning.
7	Attendance: Poor attendance is impacting pupil outcomes.

## 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
Improve outcomes for disadvantaged children with SEND needs	Assessment data shows an improvement in Reading, Writing and Maths. % of children successfully meeting My Plan targets increasing.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment outcomes among disadvantaged pupils.	Disadvantaged children to develop a love of reading.  KS2 reading outcomes in 2024/25 show an upward trend of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show an improvement and the school is no longer in lowest 20% for expected standard.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in playground incidents</li> <li>• a significant increase in participation in enrichment (inc St. David's Pupil Promise) activities, particularly among disadvantaged pupils</li> </ul>
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of pupils reaching the expected standard in English and Maths	<p>Disadvantaged pupils to achieve or exceed in line with national averages for all pupils (where needs are not impacted significantly by SEND).</p> <p>Reduce the number of behaviour incidents logged for disadvantaged children, and bring in line with the average for all pupils.</p> <p>Increased engagement is evident in classroom observations, access to curriculum and progress.</p>
Improve attendance for disadvantaged children	<p>Disadvantaged children's attendance is in line with all pupil's data. Improved attendance improves end of year outcomes.</p>

## 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: £40,916

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to meet the shortfall between SEN element of GAG, High Needs funding and PP funding. (£22,425)	Personalised provision ensures that the children's needs are being met. Gaps and barriers are identified and provisions is constantly revised.	1,2,3,4
Embedding dialogic activities across the school curriculum. These can support pupils in articulating key ideas, consolidating understanding and extending vocabulary Helicopter stories used to promote oracy and rehearsal of writing (£666 + resources £350)	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Small group maths activities using Number Stakes to improve fluency</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and Trust Fluency project (£2887 + Resources £250)</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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>(£5226)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 6, 7
<p>Improve the quality of questioning to ensure that information is retained to the long term memory.</p> <p>(£286 + INSET £176)</p>	<p>There is extensive evidence to show that committing information to children's long-term memory will have positive outcomes. The Science of Learning Bradley Busch INSET and Walk Thru Projects</p>	1,2,3,4



Target reading- fluency, comprehension and vocabulary for Y2-Y6 To assess accurately the gaps £7650 + £1000	Links to life outcomes with the ability to read. <a href="#">The-relationship-between-reading-age-education-and-life-outcomes.pdf</a> <a href="https://www.readingsolutionsuk.co.uk/wp-content/uploads/2022/07/Derby-Case-Study-SATS-1.pdf">https://www.readingsolutionsuk.co.uk/wp-content/uploads/2022/07/Derby-Case-Study-SATS-1.pdf</a>	3
---	---	---

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

Budgeted cost: £13,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund the shortfall between High needs and SEN element of GAG to provide AP (£5980)	Refusal to attend school and access right to education, whilst awaiting a specialist placement.	1

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>boosting phonics in EYFS (£866)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions are more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>	2, 3
<p>Small group support to target specific learning needs. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Year 6 Maths and Reading Booster</p> <p>(£5931 + CGP £915)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p> <p><a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p> <p>Books purchased to ensure all parents can access homework, which is linked to learning</p>	<p>3, 4</p> <p>3, 4</p>

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

Budgeted cost: £20,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour approaches to develop our school ethos and improve behaviour across school.</p> <p>Team Teach £2600</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions</a>   <a href="#">EEF (educationendowmentfoundation.org.uk)</a></p>	6
<p>Children invited to the lunchtime club to scaffold social interactions and model playing.</p> <p>(£2,374)</p>	<p>Increasing evidence of Social Emotional Mental Health problems in young people, especially following the pandemic.</p> <p>EEF toolkit Social and Emotional Learning +4 months</p> <p>Also support supports the transition to calm afternoon of learning.</p>	6, 7
<p>Enrichment activities</p> <p>(£2,500)</p>	<p>Targeted sessions to provide children with opportunities and experiences.</p>	6

Children invited to a 'breakfast club' to manage the transition into school at the beginning of the day  (£1,056 + £160)	Increasing evidence of Social Emotional Mental Health problems in young people, especially following the pandemic.  EEF toolkit Social and Emotional Learning +4 months	6
St. David's Pupil Promise  (£1000)	Cultural Capital: disadvantaged pupils don't develop as they don't watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the world, or the language to articulate an understanding of it.	6
Wrap around care to ensure children arrive at school and have a healthy breakfast and afternoon snack (£4,000)	Improved attendance, maximises the chances of improved outcomes	7, 3, 4
Support forces children with childcare and providing socialising opportunities for the children (1 session a term + Art and Craft club of 6 sessions) (£800)	Requested by parents and impact has been positively feedback	
SLT member monitors attendance, liaise with parents and outside agencies. (£5559)	Evidence supports that if a child is in school, they are able to access education, and the gaps should become less over time. <a href="#">Supporting attendance   EEF</a>	7

**Total budgeted cost: £74,657**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils remains lower, however, this is also due to the additional needs of a significant group of children. Although overall attendance in 2023-2024 was 94.63%, broadly in-line national average [95%].

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were continuing to be a focus. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We sourced an external consultant to work with staff and children as well as trained staff to be ELSA to provide a sustained model for the school.

The delivery of soft skills were delivered through opportunities to participate in sport, music, drama, educational trips and visits, careers and STEM aspirational talks, class discussion and planned opportunities in the curriculum; giving all children cultural capital experiences.

### 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**

Check in with our ELSA with Service Children and a monthly art club was held, around themes like Remembrance Day.

### **The impact of that spending on service pupil premium eligible pupils**

The ELSA targeted support was useful for those who accessed it, not necessarily in an SPP capacity and work continues with some children.

MPS provision was appreciated by families and it was commented that improved home life.

The lunchtime club had limited impact and the skills gained could have been achieved through the usual lunchtime provision, this is due to the small numbers. However, those who attend enjoy it and parents say it is having a positive impact