# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Diptford Primary School |
| Number of pupils in school | 70 (not including pre-school) |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Holly Edgington  Acting Academy Head |
| Pupil premium lead | Rebecca Humphreys  Inclusion Hub Lead |
| Governor / Trustee lead | Lynda Cooper |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £1385 |
| Service Children | £620 |
| 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 | £2005 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Diptford we strive for excellence and enjoyment in learning through aspiration and collaboration.  With kind hearts and a community focus, we grow together with a deep respect for each other and thankfulness for our beautiful surroundings.  Our small school offers big opportunities that support our pupils to flourish and stand out with courage and conviction, finding joy and fulfilment in the exciting and enriching wider curriculum we offer.  *Our Christian Values include:*   * Respect * Joy * Kindness * Courage * Community * Thankfulness   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 to achieve that goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have 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.  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. Implicit in 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 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 excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point 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   **Key Principles:**  By following the key principles below, we believe we can maximise the impact of our pupil premium spending.  Building Belief  We will provide a culture where:  ∙ staff believe that there are “no limits” to what our children can achieve  ∙ there are “no excuses” made for underperformance ∙ staff adopt a “solution-focused” approach to overcoming barriers  ∙ staff support children to develop “growth” mindsets towards learning  Analysing Data  We will ensure that:  ∙ All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy  ∙ We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective |

## Challenges

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| **Challenge number** | **Detail of challenge** |
| 1. | Some PP children are achieving lower than the national average in reading, writing and maths at the end of KS2 Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 2. | *Some pupils may have SEMH needs which will impact attainment and progress.* |

## 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.

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| Intended outcome | Success criteria |
| *Pupils eligible for PP to be achieving in line with the national average in reading, writing and maths at the end of KS2 ,* | * *Pupils eligible for PP to attain ARE in line with non-eligible peers in reading, writing and maths across the school.* * *The progress of eligible pupils in reading, writing and maths is at least in line with National at the end of KS2 Lead indicators are monitored and acted upon weekly* |
| *Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences. Including pupils with parents in the armed forces* | * *Pupils will be identified whom need SEMH support.* * *Pupils will access IIH, School Counsellor. Early Help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc* |

## 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: £751.87

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1 |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. , | 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): EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk) Embed the use of JIGSAW for PSHE/RSHE across the academy | 2 |

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

Budgeted cost: £250.63

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and individuals targeted with additional interventions delivered through continuous provision Including: Precision Teaching TRUGs Pre-teaching and same day conferencing Targeted use of Accelerated Reader Bug Club etc , | Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie. EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990) EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice | 1 |
| 1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher  Including:  Lego therapy  Therapeutic Play etc | Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie. | 2,1 |

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

Budgeted cost: £1002.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions including special events for pupils with parents in the armed forces) | Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | 2, 1 |

# 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.

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## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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)

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| **Pupil Premium - Core Offer**    Staffing:   * Quality First Teaching (QFT) at centre of all teaching * Teachers working with small groups and when needed 1:1 (in discussion with the Academy Head and SENDCo.) * Teaching assistants supporting personalised programmes through Provision Mapping and specific intervention such as Speech and Language work or SEMH support * Thrive trained TA. * Regular staff training in areas relevant to our PP families’ needs     Resourcing:   * Provision to facilitate off-site educational activities * Resource time to support multi-agency working through Early Help process and for TAFs (Team around the Family). Increasing the life chances of children involved * Subsidising trips and educational visits at the Academy Heads discretion * Provision to facilitate off-site educational activities * Free attendance at Breakfast Club.     Pupil Well-being:   * Providing a free Breakfast Club in order to provide the best possible start to the school day * After School and Lunchtime clubs to improve social interaction * Staff mental health champion on the playground * Well-being Champion in school * Support funding of school residential trips in year 5 and 6 * IIH (Inclusion and Improvement Hub) - SEMH pupil courses, SEND Support, staff CPD, Educational Psychologist * Lego Therapy, Therapeutic Play, Grieving in Puddles, Attachment Based Mentoring * Early Help     Measurement criteria:   * To narrow the gap in pupil outcomes so that pupil premium children are achieving in line with peers. * Barriers to learning, such as behaviour, attendance, accessibility in learning are reduced or removed. |