# REVIEW Pupil premium strategy statement

## 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 | Diptford Primary School |
| Number of pupils in school | 65 (not including pre-school) |
| Proportion (%) of pupil premium eligible pupils | 0 |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jodie Talbot  Academy Head |
| Pupil premium lead | Rebecca Humphreys  Inclusion Hub Lead |
| Governor / Trustee lead | Lynda Cooper |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 0 |
| 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 | 0 |

# 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

## ‘No Pupil Premium children at present’

## 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 |
|  |  |
|  |  |
|  |  |

## 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:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|  |  |  |

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

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|  |  |  |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|  |  |  |

# 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 2022 academic year.

## 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)

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| *Core Offer:*  **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. |