

# Pupil premium strategy statement

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   | Shepeau Stow Primary |
| Number of pupils in school  | 78                   |
| Proportion (%) of pupil premium eligible pupils                         | 8%                   |
| Academic year/years that our current pupil premium strategy plan covers | 3                    |
| Date this statement was published                                       | September 23         |
| Date on which it will be reviewed                                       | July 24              |
| Statement authorised by   | Alison Buddle        |
| Pupil premium lead  | Alison Buddle        |
| Governor / Trustee lead   | Michelle Cooke       |

## Funding overview

| Detail   | Amount        |
|--|---------------|
| Pupil premium funding allocation this academic year                                    | £17460        |
| Recovery premium funding allocation this academic year                                 |               |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £347          |
| <b>Total budget for this academic year</b>   | <b>£20807</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Within the context of our schools we ensure that our interventions are based on strong research evidence and we utilise the EEF toolkit and associated research to do this. The common barriers that our disadvantaged children face are;

- Lack of parental understanding of expectations of the curriculum
- Rural location with disadvantaged families having limited access
- Early language difficulties
- Attendance

It is our intent that children from all backgrounds within our school have the same opportunities and experiences. We tailor our support to the individual child to strive for the very best outcomes.

Our aims are;

- That our disadvantaged pupils make accelerated progress from starting points
- Disadvantaged pupils to have attendance in line with national data
- Disadvantaged pupils to have opportunity for Cultural Capital to enable them to experience life in its fullness

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <i>Parental expectation of standards in reading and writing</i> |
| 2                | Access to the wider world                                       |
| 3                | Early Language skills   |
| 4                | Attendance  |
| 5                | SEMH difficulties   |

## 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 attendance for all groups                                       | Attendance in line with national expectations  |
| Improved social and emotional well being                                 | Reduction in incidents of TAC, BOSS and PSP referrals due to early interventions   |
| Improved communication and language skills                               | Improved outcomes in EYFS  |
| Improved outcomes for disadvantaged pupils in reading, writing and maths | An increased number of disadvantaged pupils to achieve in line with peers nationally and an increasing number of disadvantaged pupils to achieve greater depth |

## 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: £ 4500

| Activity   | Evidence that supports this approach    | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teaching staff to deliver interventions to identified groups | QFT has a high impact on pupil progress | 1                             |
|  |   |                               |

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

Budgeted cost: £ 12000

| Activity              | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|--------------------------------------|-------------------------------|
| Bespoke interventions | QFT – as above                       | 1,2,5                         |

|   |          |       |
|---|----------|-------|
| delivered by class teacher                          |          |       |
| <i>Resources to deliver the above interventions</i> | As above | 1,2,5 |

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

Budgeted cost: £ 2000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group work with targeted interventions for behaviour and well-being | Kapow well-being (evidenced from improvements last year)                           | 1,2, 5                        |
| BOSS training for new staff   | Impact from last year on improved staff knowledge of how to de-escalate situations | 2,4,5                         |
| Broad range of clubs available free of charge to all pupils               | Additional knowledge and expertise impacts on curriculum and standards             | 1,2,3,4,5                     |

**Total budgeted cost: £ 18500**

## 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 2021 to 2022 academic year.

- Phonics and reading catch up accelerated the progress of disadvantaged pupils
- Kapow – improvements in emotional well-being
- Additional staffing to support progress in writing post Covid

### 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        |
|-------------------------------------|-----------------|
| RWI Phonics 1:1 fast track tutoring | Read Write Inc  |
| Well being intervention             | Kapow Resources |

### 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?    | Funded after school club   |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupil engaged with sporting activity that they would not normally have been able to attend |

## Further information (optional)

*Leaders are mindful that this strategy will need to be revisited regularly to ensure we are meeting the needs of those pupils whose circumstances may change due to the pandemic and cost of living rises.*

