

Pupil premium strategy statement – Durley CE 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	139
Proportion (%) of pupil premium eligible pupils	14% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kirstie Baines
Pupil premium lead	Kirstie Baines
Governor / Trustee lead	Nina Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28 720
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£28 720

Part A: Pupil premium strategy plan

Statement of intent

The Governors of Durley CE Primary School have formally adopted the following principles which underpin our view of how to make best use of the Pupil Premium Funding that we receive.

- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils in the school who have been legitimately identified as being disadvantaged. Each intervention may be inclusive of children receiving the Pupil Premium grant.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children who are eligible for Pupil Premium or are receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- In making provision for our children, we recognise that not all pupils who qualify for Pupil Premium funding are disadvantaged.
- We regularly and carefully identify which pupils are underachieving, particularly in English and Mathematics in order to put support actions in place as appropriate.
- We use achievement data frequently to check whether interventions are working and make adjustments accordingly.
- We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner and that just relying on interventions is not in itself sufficient.
- We make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- We systematically focus on giving our children clear, useful feedback about their work, and ways that they could improve it.
- We ensure that class teachers and learning support staff know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- We provide well-targeted support to improve attendance, punctuality, behaviour links with families where these are considered barriers to a pupil's learning.
- We also use pupil premium funding to support families to enable pupils to attend school trips, residential visits after school clubs in line with other pupils in their class.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with our pupil premium pupils and families have highlighted the social, emotional and behavioural needs of pupils, often related to family breakdown, impacting on positive attitudes to learning including self-belief/self-esteem.
2	Internal and external (where available) assessments indicate that attainment among approximately 40% of our disadvantaged pupils (previously 50%) show that they are not securely on track to meet ARE in at least one area for Reading, Writing and Maths and with none currently on track to achieve Greater Depth. 25% have an EHCP for learning.
3	Children having access to cultural capital opportunities including extra-curricular activities; educational experiences such as visits, music lessons, after school clubs and resources which is impacting on self-esteem and feelings of equality with peers

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
Ensure attendance rates remain in line with non PP children.	<ul style="list-style-type: none"> All pupil premium pupils to make at least expected progress in line with non PP pupils in reading, writing and maths by the end of KS2. PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning
To increase participation rates in cultural capital opportunities such as extracurricular clubs, music lessons, trips and residential visits.	<ul style="list-style-type: none"> All pupil premium pupils to access at least one after school club of their choice. All PP children to have attended both Residential trips (Beaulieu and Isle of Wight) All PP children to have access to all extra-curricular based activities and educational experiences including music lessons, sports activities, trips etc.
Improve the social and emotional well-being of PP children.	PP children to be provided with access to trained ELSA, Hampshire Youth Access counselling, school nursing service and Thrive trained practitioners as needed to tackle social, emotional or behavioural needs as they arise.

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: £ 12 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA training	To raise standards in the support of classroom teachers to enable small group teaching	Challenge 2
ELSA training for 2x support staff	To support pupil's wellbeing	Challenge 1
Appointment of a SENCo	To support PP pupils with special educational needs	Challenge 2

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

Budgeted cost: £ 10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Structured interventions	Daily interventions to enhance pupil progress	Challenge 1
Small group work	Additional support for pupils	Challenge 2
1:1 support	Additional support for pupils	Challenge 2

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

Budgeted cost: £ 3 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families to improve pupil attendance	Time allocated to spend with families. Involvement of outside agencies to support families.	challenge 1
Support for families to enable pupils to attend clubs, trips and residential visits in line with their peers.	Financial support and pupils attendance at clubs and on visits.	Challenge 3

Total budgeted cost: £ 25 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National tests 2023

- At the end of **KS2** only 1 pupil was eligible for pupil premium who achieved the expected level in reading, writing and maths. Throughout Key Stage 2 the pupil had made greater than expected progress particularly in writing to achieve a high ARE. This was better than the non-pupil premium pupils (maths 90%, Writing 85% and Reading 90%)
- There were 3 pupils eligible for pupil premium at the end of Key Stage 1. One pupil (who has an EHCP) did not achieve ARE in reading or maths.
- 3 PP children took the Year 1 phonics test and 2 passed. The pupil who did not pass will continue to have additional support to pass in Year 2.

Attendance

- In 2022/23 Attendance across all the children of statutory school age equated to 95%. No absences were unaccounted for and no penalty notices (or similar) were required to address unauthorised absences.
- Of those children eligible for PP funding, 6 out of 20 had attendance below 90% across 2022/23. Two pupils had attendance which fell below 90% due to ongoing medical problems. All pupils who had persistent absence had improved attendance on previous years.

Outside support was sought and attendance improved.

Social and Emotional Support

All children have developed emotionally across 2022/23 and this has been shown in the progress they have made academically and in attendance. All children have maintained positive friendships and relationships within peer groups consistent with positive emotional and social development. Work with outside agencies including educational psychologists, the Solent health Partnership, family support workers (through Early help referrals) and Primary behaviour services and internal training, has improved staff skills, and expertise have greatly improved in a variety of areas relating to common needs and barriers facing our pupils who receive PP funding e.g. attachment, emotional resilience, self-regulation.

Enrichment/Financial Support Financial support

Support includes providing food vouchers during school holiday periods, providing sign posting to outside support that can be accessed and providing some uniform items has had a very positive impact on self-esteem and confidence. Set up a second hand

uniform shop for all pupils. All PP children in Years 3-6 attended the Year 3/4 and Year 5/6 residential visits in the autumn of 2023 and march 2024 with PP funding being used to enable this, leading to additional social and emotional growth.

All PP children participated in trips that took place in 22-23 academic year which were fully funded.

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
NESSY Assessment and program	Nessy Learning for dyslexic pupils
WIDGET	To support pupils with additional scaffolding
White Rose Maths	Enable pupils to continue learning outside school when absent

Service pupil premium funding (optional)

<i>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</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils