# 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

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| Detail | Data |
| School name | Diptford Primary School |
| Number of pupils in school | 65 (not including pre-school) |
| Proportion (%) of pupil premium eligible pupils |  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 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**

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| --- | --- |
| **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 |
| *Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.* | * Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings) * Quality of teaching and learning, including interventions, will be excellent. |
| *Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2* | * Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school. * The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2 * Lead indicators are monitored and acted upon weekly |
| *Pupils eligible for PP to be achieving in line with the national average in reading and writing at the end of KS1* | * Pupils eligible for PP to attain ARE in line with non-eligible peers in reading and writing across the school. * The progress of eligible pupils in reading and writing is at least in line with National at the end of KS1 * Lead indicators are monitored and acted upon weekly |

## 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:

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  Embed the use of JIGSAW for PSHE/RSHE across the academy | 6 |

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

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| 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 | 1,2,3,4,5 |
| 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. | 6 |

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

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 8 |

# Part B: Review of outcomes in the previous academic year See separate document on website

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |