

Pupil premium strategy statement 2022/2023

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St David's C of E Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Alison Bourne (Headteacher)
Pupil premium lead	Alison Bourne
Governor / Trustee lead	Ashley Leeson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can make good progress and achieve high attainment across all subject areas.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gap
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives we will:

- Provide staff with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support work to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

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.

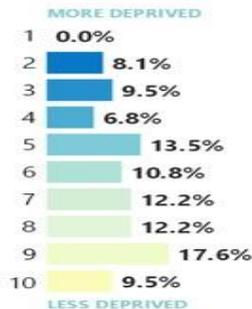
Demography and School Context

St David's C of E Primary School is in central Exeter in an area of social deprivation where a high proportion of families have low incomes and live in over-crowded households.



Local deprivation profile

% of LSOAs in each national deprivation decile



What this map shows

This is a map of Indices of Deprivation 2019 data for **Exeter**. The colours on the map indicate the deprivation decile of each Lower Layer Super Output Area (LSOA) for England as a whole, and the coloured bars above indicate the proportion of LSOAs in each national deprivation decile. The most deprived areas (decile 1) are shown in blue. It is important to keep in mind that the Indices of Deprivation relate to small areas and do not tell us how deprived, or wealthy, individual people are. LSOAs have an average population of just under 1,700 (as of 2017).



Challenges

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

Challenge number	Detail of challenge
1	<i>A lack of resilience in some disadvantage pupils can mean that they can give up too quickly and have a negative view of themselves as learners</i>
2	<i>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</i>
3	<i>Financial constraints on families can make it difficult for disadvantaged pupils to attend trips and residential.</i>
4	<i>Financial constraints on families can mean that pupils do not have a sufficient breakfast in the morning</i>
5	<i>Lack of engagement in extra-curricular activities impacts on pupils developing cultural capital.</i>

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
Attainment/Progress in Reading Improved maths attainment for disadvantaged pupils at the end of KS2.	Achieve at/above national average attainment/progress scores in KS2 Reading
Attainment/Progress in Writing Improved maths attainment for disadvantaged pupils at the end of KS2.	Achieve at/above national average attainment/progress scores in KS2 Writing
Attainment/Progress in Mathematics Improved maths attainment for disadvantaged pupils at the end of KS2.	Achieve at/above national average attainment/progress scores in KS2 Maths
Phonics Improved phonics attainment for disadvantaged pupils at the end of Y1.	Achieve at/above national average expected standard in PSC

Increased opportunities for developing cultural capital through trips/ visits and activities	As detailed in: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: student surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £22, 860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support QFT	Supporting the attainment of Disadvantaged Pupils (DFE 2015) suggests high quality teaching as a key aspect of successful schools	1
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Staff are released to attend Networks/CPD linked to their area of responsibility (Maths/Eng/Y2/Y6/EY) to facilitate the leading of the curriculum area within the school (& across the Trust)	1,2,

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

Budgeted cost: £7,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants to support targeted interventions.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>EEF Improving Mathematics in KS2 guidance report (2017) recommendation 7 is to use structured interventions to provide additional support.</p> <p>EEF Improving Mathematics in Early Years and KS1 guidance report (2020) recommendation 5 is to use high quality targeted support to help all children learn mathematics.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

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

Budgeted cost: £7,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions to pupils.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF research states that the average impact of successful social emotional learning interventions is an additional four months' progress over the course of a year.	2
Subsidised Visits/ Visitors/residentials.	To help develop pupils cultural capital (Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work)	3
Provided a healthy breakfast.	Research has shown that students are able to learn better when they're well nourished, and eating healthy meals has been linked to higher grades, better memory and alertness, and faster information processing.	5
Whole staff training on SEND/behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £36,940

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.

R	0% (0/2) achieved GLD
Y1	33% (4/6) achieved RWM
Y2	0% (2/2) achieved RWM
Y3	0% (0/5) achieved RWM
Y4	40% (2/5) achieved RWM
Y5	100% (2/2) achieved RWM

KS2 (Y6) attainment for last academic year (Internal Data submitted to Local Authority)

Measure	Score
Reading	80%
Writing	86%
Maths	86%

Disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	80% (4/5)
Reading	100% (5/5)
Writing	100% (5/5)
Maths	80% (4/5)
Achieving high standard at KS2 RWM	
Reading	0%
Writing	0%
Maths	0%

5 pupils in Y6 2022 were identified as FSM 5/15 – 33%

PP overall = 33%

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
Little Wandle Phonics	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering high quality extracurricular, trips and activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with highperforming disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.