

Peppard CE Primary School - Pupil premium strategy statement 2023-24

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	76
Proportion (%) of pupil premium eligible pupils	2.6%
Academic year/years that our current pupil premium strategy plan covers	Year 1 of three years 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	SD Committee (pending)
Pupil premium lead	Nick Steele
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,985
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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>	£3,985

Part A: Pupil premium strategy plan

Statement of intent

At Peppard, our pupils from disadvantaged backgrounds are a very small group. Each and every one of them is precious to us. Some children have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave Peppard as confident individuals who are the best people they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and play an musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. Their 'pupil premium passport' will be their passport to their success and to opening doors in the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic gap: A high proportion of our disadvantaged pupils live outside the immediate school community
2	Multiple barriers to learning. Including low self worth, Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.
3	Communication and interaction: Some disadvantaged pupils have lower than typical starting points when entering reception.

Intended outcomes

Intended outcome	Success criteria
<i>To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.</i>	There will be a systematic approach to the case studying of individual pupils who: <ul style="list-style-type: none">• have a SEN/D are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND and other disadvantage barriers” This could include:

	<ul style="list-style-type: none"> • Forest school (option) • Personalised learning plans
To reduce the effect of the local socioeconomic, gaps	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> • 100% of disadvantaged pupils will represent the school in competitive sport • 100% of disadvantaged pupils will take part in music events/performances • All disadvantaged pupils will be offered free club provision • All upper key stage 2 disadvantaged pupils will take part in the residential trip • For teacher to talent spot and mentor pupils in class to apply for leadership roles in school including, school and worship council and team captains, IT technicians, librarians and school ambassadors

Activity in this academic year

Specific areas of focus 2023-24

- Trips and experiences fully funded
- Children have free access clubs, support, barriers

Teaching

Budgeted cost:

Continued support staff in classrooms £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: Little Wandle phonics training for those staff new to school Phonics leader to evaluate effectiveness of phonics teaching in	<ul style="list-style-type: none"> • Phonics toolkit EEF + 5months DfE accredited phonics programmes. • Phonics strategies, EEF T&L toolkit 	2 and 3

each class appropriate remedial actions, monitor impact		
Maths interventions in KS1	Teachers to engage with the most up to date thinking using EEF T& L toolkit, teacher subject knowledge	2 and 3

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

Budgeted cost: £1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils will make expected progress as a result of targeted provision in phonics	<ul style="list-style-type: none"> • EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND 	2 and 3

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

Budgeted cost: £0 for this year

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

Total budgeted cost: £4,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Year 2022-23.

This year (2022-2023), pupil premium and Looked After Children funding was directed towards the following:

- Improving quality first-wave teaching to ensure a consistently good or better learning experience for all of our pupils
- Booster sessions for maths and Literacy after school, delivered by a qualified teacher
- Reading support to improve comprehension
- Personal, social and emotional support from a qualified Emotion Literacy Support Assistant (ELSA)
- Extra-curricular activities, including external clubs and organisations where appropriate
- Educational visits off-site

The impact of these interventions was measured termly through the school's tracking system. These are then modified to maximise the impact of funding.

The school tracking shows both children made good progress. As there were only two children, no data has not been shown.

Externally provided programmes

There are no external providers for Peppard CE Primary School this year.

Programme	Provider