

# Pupil premium strategy statement 23-24

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

Detail	Data
School name	Steeple Claydon
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	24% (44)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was first published	November 2021
Date on which it will be reviewed next	November 2023
Statement authorised by	Christine Richards*
Pupil premium lead	Christine Richards*
Governor lead	Jason Hollingsworth

\*Justine Dudley (interim headteacher Autumn Term)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£62,115
Recovery premium funding allocation this academic year	£ 5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2023-24</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,915

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: home support, oral language, vocabulary, breadth of experience and expectations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Taking a leading role as 'Disadvantaged Champion School' in the 'Buckinghamshire Challenge' project will support these intentions.

Our expectation at Steeple Claydon is that we give 'every child the chance to shine,' irrespective of background or the challenges they face. This is particularly crucial in the core subjects in order to support learning across the curriculum, broaden horizons and ensure all pupils become interested and interesting citizens. Levels of disadvantage within our community have increased significantly over the last few years and are now above national averages. This community which appears to be relatively affluent actually now has high levels of disadvantage.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are successful, we will:

- Ensure disadvantaged pupils are challenged appropriately in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Data on levels of engagement with homework and reading at home indicates there is insufficient support, especially for reading/phonics/maths skills, at home.
2	Internal and external assessment data indicates poor English and maths skills requiring extra support/pre-teaching some as a result of the impact of Covid-19.
3	Internal assessment and pupil voice indicates slower language development amongst disadvantaged pupils as a result of less experiences/visits and lower levels of oracy, language and conversation used at home (in some cases). This has a particular impact on standards in writing.
4	Data shows an increase in numbers of pupils with social/emotional/wellbeing difficulties requiring specific support, some as a result of the impact of Covid-19.
5	Poor attendance in some PP pupils

## 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 all PP pupils achieve in line with their peers in reading, writing and maths.	All PP pupils achieve in reading/writing/maths and attain at least national standards in phonics/reading/maths apart from those who have a personalised curriculum to meet their needs
All pupil premium pupils who are not making expected progress are supported through personalised targets on a plan even if they are not on the SEN register.	Address specific SEN and learning needs for key PP pupils to ensure all make good progress from their starting points
Pupil premium pupils are supported to access experiences such as trips and in-school visitors as well as interventions which will improve their language development.	PP pupils have sufficient experiences/oracy/language skills to enable them to achieve in line with their peers in writing apart from those who have a personalised curriculum to meet their needs
All PP pupils to be emotionally ready for learning	Pupil and teacher questionnaires indicate PP pupils are fully supported in having positive wellbeing and 'readiness to learn'
Overall attendance among pupil premium pupils to improve.	Attendance of pupil premium pupils exceeds national averages and matches that of non-pupil premium pupils

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional RWI training to ensure all staff across the school can use the approach consistently including when supporting PP groups.	The Reading Framework, which is evidence based, says that all children who have not yet learnt to de-code and pass the Y1 phonics check should follow the school's chosen approach (Read Write Inc) throughout the school until they are successful. This requires additional training	1
TA training to ensure their impact is maximised using the MTA approaches	This will be done in line with the EEF 'Maximising the impact of teaching assistants' research.	2
Teacher support and training through a liaison group 'Buckinghamshire Challenge' project our school is leading to ensure pupil premium pupils receive quality first teaching in the classroom using the 'Rosenshine Principles.'	The EEF pupil premium guide states that using pupil premium funding to improve quality first teaching has a particularly positive effect on the learning of the pupil premium children.	2
Additional TA capacity to be provided in class to enable timely catch up/feedback (by class teacher or TA) to take place where misconceptions arise	EEF publication 'Teacher Feedback to improve Pupil Learning' recommends that feedback is timely and focused on moving individual pupils' learning forward. Additional TA capacity in the classroom provides teachers with the flexibility to make decisions on when immediate feedback and same day intervention are appropriate on a personalised basis, particularly for PP children.	2
Engagement in the ARTIS project where a performing arts specialist will work with children weekly to build oracy, vocabulary and provide experiences to inspire writing as well as boosting wellbeing and resilience.	The EEF Teaching and Learning Toolkit found that arts participation has moderate impact for relatively low cost. Oral language interventions have high impact for low cost. This project is designed to achieve both as well as improve resilience and pupil wellbeing post-Covid. The value of this was recognised in our Ofsted report in May '22.  Research by Pro Bono Economics in 'Do the arts perform at school' in 2021/22 indicates positive economic impact of the Artis project e.g. 'For each £1 of cost, the Artis	3 and 4

	programme could generate up to £32 in lifetime benefits.'	
Introduction of 'Zones of Regulation' strategies across the school to ensure pupil wellbeing and readiness to learn.	Evidence based practice has been incorporated into the design of the Zones of Regulation strategies.	4

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

Budgeted cost: £27058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA capacity to enable additional story times and phonics sessions to take place for targeted pupils	The Reading Framework, which is research based, says that pupils who are at risk of falling behind, particularly those from disadvantaged families, benefit from additional story times and an extra phonics session each day.	1
Purchase of Accelerated Reader and books for children to own and treasure at home in order to support reading development and a love of reading. Purchase of Times Table Rockstar and other subscriptions and cost to make school technology available for pupils who cannot access it regularly at home in order to increase reading and maths fluency	The EEF Literacy report for KS2 recommendations include the importance of 'understanding pupils' current capabilities' in reading and ensuring they read books at an appropriate level for their understanding. Accelerated reader provides a structure for this to be achieved. The EEF recommendations on improving maths in KS2 include ensuring pupils develop fluent recall of facts. The maths programmes purchased achieve this and PP pupils are invited to attend an additional session in school each morning to access them using school technology.	1 and 2
Funding of our contribution towards tuition using NTP and school led tuition grant for English and maths tuition in targeted year groups.	Research (including the EEF Toolkit) suggests that 1:1 (or 1:3 max) tuition has a positive effect. All groups who receive tuition will have at least one PP pupil in them and learning will be targeted at their needs first.	1 and 2
Use of NELI project, Speech Link and Junior Language Link to assess and provide support for pupils with specific language needs.	The EEF Toolkit has found that oral language interventions have a very high impact. These interventions are recommended and in some cases funded, by the DfE/Buckinghamshire Council and will provide specific support for PP pupils in EYFS and further up the school who would benefit.	2 and 3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of peer mentoring scheme to support pupil wellbeing (including TA time to co-ordinate)	Pupil wellbeing is recognised as being an important part of our approach not only for Pupil premium pupils but also our recovery post-Covid. This is therefore an essential part of our overall strategy and was endorsed in our recent Ofsted inspection May '22.	4
Close monthly monitoring by headteacher of individual pupil's attendance and follow up communication and meetings with families where there are concerns.	The EEF pupil premium guidance recommends that wider strategies such as improving attendance should form part of our tiered approach. Pupil premium pupils' attendance at our school is lower than overall figures and so close monitoring and communication with these families is important as part of our strategy.	5
Provide financial support to enable pupils to attend trips and experiences which will boost their wellbeing and facilitate effective learning. This will include day trips, Y6 residential, Bikeability training for cycling safety, Young Voices Choir Concert etc.  Also fund parent volunteer training to provide the 'footsteps' road safety training for KS1 pupils once available.	Our knowledge of our locality and particularly the families who are eligible for pupil premium tells us that many families do not have a driver in the household or access to a car and so travelling outside the village on trips and experiences is very difficult in addition to paying entry fees. We believe it is an important part of every child's education to have experiences which will develop language, give pupils a reason to write/learn and have those enhanced experiences which they will remember forever and which build their 'cultural capital.'  Road safety is also particularly important in our locality as East West Rail and HS2 are being built in our immediate locality along with several housing developments and there is vastly increased amounts of traffic, including lorries, travelling through the village.	3

**Total budgeted cost: £62115 + £5800**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 or 2021, and 2021 to 2022 results will not be used to hold schools to account. Given this, other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, internal assessments and pupil voice have also been used to assess impact.*

Ensure all PP pupils achieve in line with their peers in reading and maths.

Achievement and progress were severely affected across the school during 2021-22 due to incredibly high levels of staff and pupil absence, particularly in the Autumn and Spring terms.

2023 assessments	Reading	Maths
Y2 SATs disadvantaged	50	50
Y2 SATs non-disadvantaged	60	65
Y2 SATs all	58	63
Y6 SATs disadvantaged	36	46
Y6 SATs non-disadvantaged	79	79
Y6 SATs all	60	64
Whole school (internal) disadvantaged	49	37
Whole school (internal) non-disadvantaged	79	78
Whole school (internal) all	71	67

Reading: In Y2, 9 pupils did not achieve ARE (3 were Pupil Premium, 5 were SEN and 1 was PP&SEN).

	<p>Maths: In Y2, 10 pupils did not achieve ARE (3 were Pupil Premium, 4 were SEN and 1 was PP&amp;SEN).</p> <p>In Y6, out of the 10 disadvantaged pupils 6 achieved ARE (the 4 that didn't achieve were all PP&amp;SEN).</p> <p>49% (19/39) of the disadvantaged pupils across the school last year were also on the SEN register compared to 23% of all pupils having SEN.</p> <p>Across the school the gap in achievement is narrower in reading than maths and has now become significant in writing. Work to close this gap further will take place over the next 2 years of this 3-year strategy.</p>
All pupil premium pupils who are not making expected progress are supported through personalised targets on a plan even if they are not on the SEN register.	These plans ensure that pupil premium pupils receive personalised support to help them catch up. 94%, 63% and 81% of pupils across the school who are disadvantaged but not on the SEN register achieved ARE in reading, writing and maths respectively.
Pupil premium pupils are supported to access experiences such as trips and in-school visitors as well as interventions which will improve their language development.	Visits which took place were supported and the disadvantaged pupils who benefitted from the funding. The effectiveness of speech and language interventions was negatively impacted by issues with staff absence in particular. Data indicated that pupil premium pupils had equal access to participation in sports festivals compared to non-disadvantaged pupils.
All PP pupils to be emotionally ready for learning	Pupil and staff surveys as well as Ofsted outcomes agree that the peer mentor programme and the Artis project in particular are benefitting all our pupils but the disadvantaged are seeing greater impact on their wellbeing and readiness to learn.
Overall attendance among pupil premium pupils to improve.	<p>Pupil premium pupils had an overall attendance figure of 93.6% This includes one pupil who only attends school during the mornings due to severe ME as advised by medical professionals.</p> <p>The whole school's attendance was, on average, 94.1%</p> <p>Attendance of disadvantaged pupils was therefore considered to be 'broadly in line with' that of other pupils.</p>



## 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
Accelerated Reader	
Read Write Inc	
Classroom Secrets	
Times tables Rockstars	

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	