

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Uffculme Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24 , 2024/25
Date this statement was published	15 th December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Fraser Wallace Headteacher
Pupil premium lead	Fraser Wallace
Governor / Trustee lead	Russell Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,625
Recovery premium funding allocation this academic year	£5,510
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	£61,135

Part A: Pupil premium strategy plan

Statement of intent

We are an inclusive school who actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that we have equity at the heart of everything we do, and these opportunities and high expectations is a reality for our children. Simply put, we do 'everything with HEART'. This vision is central to everything we do and has informed our Pupil Premium Strategy.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the above vision, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The details that we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first 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.

When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

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.
- Pupil premium funding will be allocated following an analysis of needs which will identify priority groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.
- To develop cultural capital and access to wider opportunities for disadvantaged pupils.

Achieving these objectives

The range of provision the Local Governing Committee will consider making for this group include but are not be limited to:

- Allocating at least one full-time TA for every class - providing small group work with an experienced TA focussed on overcoming gaps in learning support
- Use of strong CPD for all staff
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary, internally and into EYFS.
- Additional learning support
- Payment towards activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument, or to support access to extra-curricular activities.
- To use targeted support for disadvantaged families whose attendance is low.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Uffculme values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas.
3	Attendance and Punctuality issues.
4	Chaotic family lives and Social Service involvement.
5	Lack of participation in extra-curricular and enrichment opportunities.

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
Improved reading progress among disadvantaged children.	Achieve at least national average progress scores in KS2 Reading by 2024/25 (0).
Improved writing progress among disadvantaged children.	Achieve at least national average progress scores in KS2 writing by 2024/25 (0).
Improved maths progress among disadvantaged children.	Achieve at least national average progress scores in KS2 maths by 2024/25 (0).
Improved phonics attainment among disadvantaged children.	Achieve at least national average for the expected standard in PSC by 2024/25.
To achieve and sustain improved attendance for all disadvantaged children.	Ensure attendance of disadvantaged pupils is above 95% for the next three years.
Improved percentages of disadvantaged children accessing extra-curricular activities.	Ensure participation of disadvantaged pupils in extra-curricular activities is above 90% for the next three academic years.

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: £30,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech link assessment and support</p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Higher than average numbers of children access SALT in Reception – 80% of disadvantaged children access this and will either require small group support or 1:1 support from the speech and language therapist</p>	<p>1, 2</p>
<p>TA time to work across KS1</p>	<p>On entry to Reception, most children have low Language and Communication skills – 80% of disadvantaged children are working in the low 30-50/ 22-36 month age band. Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p>	<p>1,2</p>

<p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>NFER tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Staff CPD</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed-up during staff meetings and INSET. Staff release time, at least once per term, will be needed to access effective CPD.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>1, 2, 3, 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

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

Budgeted cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the School-led Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>

<p>the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Pastoral leader to support the nurture and development for those that need to it in order to prevent issues before they start</p>	<p>Attainment in Writing in KS2 and early reading has been the most significantly impacted subject over the recent pandemic and will be the main limiting factor in pupils achieving the combined standard.</p> <p>With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>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)</p>	
<p>EY Resourcing to meet the need of the new EYFS reforms / KS1 Reading Books to ensure the books link to Phonics scheme and accelerate reading</p>	<p>We undertook an internal audit looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books is needed to support the EEF research.</p>	<p>1, 2</p>

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

Budgeted cost: £19,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AIO services to bought in to support school Data Analysis (incl Att and Behaviour)</p>	<p>Attendance figures are currently lower for Pupil Premium pupils than we would like. A higher percentage of PP pupils are also late to school than non-Pupil Premium pupils. Extra support from the AIO services will help with this.</p>	<p>3, 4</p>
<p>Residential Costs, Music lesson contributions and reading book support.</p>	<p>Over 85% of our disadvantaged pupils' only time away from home during the year is on school residential. It is essential for their own wellbeing.</p> <p>Every child has the right to access high-quality reading texts, as well as having the right to learn to play an instrument.</p>	<p>1, 2, 3, 4</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £61,135

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.

The Pupil Premium strategy in 2021-22 was based on a three-tiered model as recommended by the Education Endowment Foundation (July 2019)¹. It consisted of; -

- High quality first teaching
- Targeted academic support through providing intervention strategies/extra support for pupils who are making slower progress or require supportive and individual learning and in narrowing the gap
- A whole school approach in reducing barriers to learning, through addressing behaviour, increasing attendance and providing targeted pastoral support

It was implemented in the following ways; -

Quality of teaching

- Teachers working with small groups of pupils through either pre-teaching or delivering targeted intervention work
- All staff supporting personalised programmes (through Pupil Support Plans (PSPs) for English and Maths in mornings and specific intervention in afternoons delivered by teaching assistants for a range of targeted work directed at these core subjects in KS1 and KS2 which included; -
 - ✓ Speech and Language work;
 - ✓ targeted reading;
 - ✓ phonics support work (Little Wandle Intervention – ‘Catch Up’);
 - ✓ spelling and sentence skills;
 - ✓ grammar and comprehension work
 - ✓ motor skills development;

¹ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

- ✓ Extension maths work
- ✓ Provision for homework support with either TT Rockstars or Accelerated Reader
- ✓ Fun Fit programmes
- Pastoral support through two trained practitioners working with pupils, parents and outside agencies addressed children's behaviour, social and emotional needs through individual and small group work.
- Staff release time for pupil progress meetings allowed the class teacher, the head teacher, the SENDCo and the Key Stage leader to meet to review pupil progress and plan targeted interventions

Resourcing:

- Provision facilitated off-site educational activities including residential trips, curriculum enrichment activities and sporting opportunities (through subsidy at the Head Teacher's discretion)
- Dedicated time supported multi-agency work through the Team Around the Family (TAF) process and provision was required to support Education, Health and Care (EHCP) plans for children with additional needs, increasing the life chances of the children involved
- Allocated hours and dedicated time were spent supporting attendance by working with the Education Welfare Officer to call parent meetings, family support and fast track meetings to reduce barriers to learning
- Dedicated time was spent supporting safeguarding procedures through attendance at core group and child protection meetings to reduce barriers to learning
- Dedicated time was spent supporting staff with the online child protection tracking system in school, monitoring behaviour and child protection information (CPOMS)
- Assistance with music tuition for PP children who wish to learn an instrument
- Supporting families as required with the purchase of school uniform
- Dedicated time allowed pupils to complete homework (reading) and to facilitate access to IT in school (for the online systems)

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

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
X Tables Rockstars	TT Rockstars
Literacy Shed	Ed Shed
DB Primary	Creative Education

Further information (optional)

School Statement/Summary on Pupil Premium Grant

Uffculme Primary School is proud of the achievements of all pupils, including the attainment and progress of pupils eligible for Free School Meals in the last six years and children who are looked after.

The school will continue its commitment to targeting PPG expenditure to support the raising of attainment and progress for the most vulnerable pupils.

We would be grateful if all parents who are in receipt of Universal Credit, could complete a free school meals form, even if your child does not have a school dinner. This is most important for the school because it has a direct benefit to the school's budget. To apply, please go through the Citizen Portal or contact the Customer Service Centre to request a hard copy form. All further information can be found at free-schoolmeals@devon.gov.uk 0345 155 1019 and the school's website.

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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular 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.