

Duddon St. Peter's Primary School - 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	Duddon St. Peter's CE Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	October 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Hudson Headteacher
Pupil premium lead	Claire Entwistle
Governor / Trustee lead	Adam Friend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18 990
Recovery premium funding allocation this academic year	£1500
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	N/A

Part A: Pupil Premium strategy plan

Statement of intent

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 are 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

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

Challenge number	Detail of challenge
1	Assessment has identified that from Y1 to Y6 67% of pupils are not on track to meet year group expectations in writing.
2	Assessment has identified that from Y1 to Y6 50% of pupils are not on track to meet year group expectations in reading.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Currently 55% of PP children across the school are not on track to meet year group expectations.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for ELSA and Nurture groups have increased since the pandemic. A fifth of all pupils have required some kind of support (6 of whom are disadvantaged) currently require additional support with social and emotional needs.
5	Whole year: From September 2022 until July 2023 PP 92.49%, non-pp 94.75%

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 writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2022/23 will show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 88%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: £ 7,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support within classrooms to offer academic and emotional support to pupils. To enhance and build strong relationships with pupils and parents.	Well-evidenced teaching assistant interventions targeted at pupils that require additional support and helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions	1 and 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. <i>Ready, Steady, Phonics</i>	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: Phonics Toolkit Strand Education Endowment Foundation EEF	All
Improve the quality of social and emotional (SEL) learning.	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)	4 and 5

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

Budgeted cost: £ 6,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions and support targeted at	Reading approaches have a strong evidence base indicating a positive	2

disadvantaged pupils who require further support.	impact on pupils, particularly from disadvantaged backgrounds.	
Engaging with the National Tutoring Programme 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 the pupils who receive tutoring will be disadvantaged.	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:	8 children – from Y3 to Y6 Challenge 2

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

Budgeted cost: £ 6,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Before school club offered to invited families with persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4 free BSC Challenge 5
Improve the quality of social and emotional (SEL) learning. Continual CPD ELSA training for an additional member of 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)	ELSA group Challenge 4
Improve attendance of children and engagement in extra-curricular activities through music	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for	Trips / residential support Music lessons - 2 ASC Challenge 4 and 5

enrichment, trips and residential.	pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/arts-participation	
------------------------------------	--	--

Total budgeted cost: £ 20,490

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 2022 to 2023 academic year.

<p>Writing: By the end of the year 55% were on track</p> <p>Reading: By the end of the year 55% were on track</p> <p>Maths: By the end of the year 64% were on track</p> <p>Attendance: 73% had attendance in line or above non FSM</p> <p>ELSA support maintained a full day equivalent staffing due to the funding.</p>

Externally provided programmes

Please include the names of any non-DfE programmes purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

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?	2 pupils (in the same family) – Small group support with TA
What was the impact of that spending on service pupil premium eligible pupils?	1 pupil – specialised support with dyslexia teacher, one hour per week