

Pupil premium strategy statement – Little Digmaoor Primary School

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	124
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2022-March 2025
Date this statement was published	18th December 2023
Date on which it will be reviewed	31 st March 2024
Statement authorised by	K Houldsworth
Pupil premium lead	T Heaton
Governor / Trustee lead	J Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110580
Recovery premium funding allocation this academic year	£9135
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£119715

Part A: Pupil premium strategy plan

Statement of intent

Every year the school receives additional funding in the form of Pupil Premium for all children entitled to free school meals in the last six years, children who are 'Looked After' or previously 'Looked After' and children of parents in the armed forces. We have high expectations for all our pupils. 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. At Little Digmoor, 52% of our children qualify for pupil premium and so supporting this group is an integral part of our School Development Plan. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve well, closing any gaps between them and non-disadvantaged pupils. High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. We are also committed to ensuring that no child misses out on wider opportunities as we know that a rich general knowledge and wealth of experiences supports children's learning. Therefore, we will continue to ensure our children have access to high quality enrichment opportunities and extra- curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that each child's individual needs are met including SEMH needs
2	Closing the gap between DA and non-DA in RWM
3	Provide a wide range of experiences to enhance and extend the curriculum and improve the cultural capital of DA children.
4	Improving attendance of DA children

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
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The gap between DA and non-DA will narrow	Data to show that the gap between DA and non-DA is measurably smaller
The number of DA children at ARE at the end of their academic year will rise	Data will show that there is an increase in the number of DA children at ARE at the end of their academic year.
DA will have a range of experiences which will extend the curriculum	Enrichment sessions will be part of the school timetable and will be planned for. Children will engage with 'Little Digmaoor's Big Adventure' through trips and activities. Resources will be purchased to support sessions.
Attendance of DA children will improve.	DA attendance will be in line with non-DA
The social, emotional and mental needs of children which can be met within school will be provided for.	Data will show a decrease in the number of children needing to access SEMH interventions.

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: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit a TA to be responsible for delivering interventions.	Evidence shows that targeted interventions, when matched closely to the children's needs and delivered with fidelity, have a positive impact on academic achievement.	2
Develop curiosity approach in EYFS through the accreditation process and recruitment of TA.	The approach draws ideas from other philosophies of early education including <u>Reggio Emilia, Montessori, Pikler, and Steiner.</u> It aims to create children who are 'thinkers and doers' instead of passive learners who simply follow the direction of an adult.	
Whole school CPD in phonics and maths	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. (EEF)	2

Develop reading policy for KS2.	SSP schemes have been shown to have a positive impact on reading (decoding) but not comprehension. The Shine project (local) has shown to improve comprehension strategies and works alongside existing reading schemes.	2
Develop school library so that all children have access to a wide range of texts to read at home.	Evidence suggests that children who have increased access to books at home report that they like reading more and are more confident readers (2
Ensure that all staff have access to high quality CPD.	Supporting high quality teaching is pivotal in improving children's outcomes. (EEF)	1, 2

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' and 'Keep up' sessions for phonics	Synthetic phonics approaches have higher impacts, on average, than analytic approaches.	2
1:1 tutoring for children in KS2	On average, one to one tuition is very effective at improving pupil outcomes. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. (EEF)	2
Deliver of talk-boost sessions across the whole school to support speaking and listening	Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment.	2

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment sessions timetabled and planned for to extend the curriculum. After-school clubs to be linked to the curriculum and well resourced.	Children with better general knowledge but poorer decoding skills perform better in reading comprehension than children with better decoding skills but poorer knowledge of the subject.	3,
Provide children with experiences which will enhance their cultural capital eg. providing a three course lunch menu, theatre visits, exposure to opera and ballet.	It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.	
Set up rewards for attendance.	There is a clear link between attendance and attainment.	4
Teach self-regulation	The Zones of Regulation is a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings.	1
Provide a safe space in which children can speak to outside professionals and take part in school led interventions.	Evidence suggests that targeted behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours EEF	1

Total budgeted cost: £120,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider