

# Pupil Premium Strategy Statement for The Federation of Priddy and St. Lawrence's C of E Primary School

This statement details our school's use of pupil 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
School name	The Federation of Priddy and St. Lawrence's C of E Primary School (combined data)
Number of pupils in school	91 40 on roll at Priddy 51 on roll at St. Lawrence's
Proportion (%) of pupil premium eligible pupils	20 pupils = 22% (13 pupils at Priddy = 33% 7 pupils at St. Lawrence's = 14%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 to 2027-28
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sharon Foxall
Pupil premium lead	Annabel Smout
Governor lead	Emma Giffard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25, 860

Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 23-24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,362
<b>Total budget for this academic year</b>	£35,186

## Part A: Pupil premium strategy plan

### Statement of intent

Where you start in life shouldn't determine your future. We at The Federation of Priddy and St. Lawrence's Primary School believe that education should ensure that each generation of children reaches their full potential. We aim to ensure that every child's potential, skills, talents and choices determine what they achieve and is not influenced by any potential disadvantage.

Through our ambitious curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our Christian values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all our pupil premium children leave us:

- Achieving in line with age expected peers in reading, writing and maths.
- Confident communicators with skills and values which ensure they can access the full curriculum, and are ambitious and hopeful for their future.
- Resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.

We recognise that some of our children do not arrive at school ready to learn due to adverse childhood experiences and lower levels of language. This may result in them lacking confidence, self-esteem and often an inability to self-regulate their emotions; these are all barriers to their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans, consistently high-quality teaching and learning and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers' feedback to strive to improve.

Here at Priddy and St. Lawrence's Primary School, decision making on how to use our Pupil Premium Funding is based upon the barriers that children are currently experiencing both socially, emotionally and academically. Evidence is clear here that disadvantaged children have fallen further behind during chequered learning. As a school, it is essential that we develop, implement and monitor an evidenced-informed approach to our pupil premium strategy to support all children to thrive.

All teaching staff are involved and are accountable for identifying children who need support. Professional dialogue around what this support needs to look like is discussed, recorded and actioned in our Pupil Progress Meetings.

## Demography and School Context

Priddy and St Lawrence's schools formed a hard Federation in January 2011. Both schools are small, rural community settings. There is one governing body.

To improve operational efficiency and allow the children to thrive the decision was made to educate our KS1 children at St Lawrence's and our KS2 children at Priddy. We have a preschool called Saplings which is based at St Lawrence's. This year, we have seen an increase in our roll. Priddy School has 40 children on roll. St Lawrence's has 51 children on roll.

There are two classes at each school. The structure provides us with a fantastic learning opportunity for children to be taught in small class sizes with two-year groups per class and a separate reception class.

The Federation has provided many benefits for both schools. The Head teacher, SENDCO, PE Lead and support staff including ELSA work across the Federation. Our Federation minibuses allow for effective communication between schools for children who are educated away from their base-school free of charge. It also enables pupils to access opportunities within the wider community.

The proportion of children in receipt of Free School Meals is consistently below National averages. The national average is 23.8%.

## Challenges

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

Challenge number	Detail of challenge
1	Children's emotional well-being, social and behavioural attitudes to learning are affecting their readiness to learn. As a result, this can lead to children attaining less well than their peers and can result in children being unable to regulate their emotions causing a barrier to accessing learning.
2	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Spelling across KS2 remains a priority to build on phonic knowledge.
3	Absenteeism of a small number of our Pupil Premium cohort has a negative impact on progress and attainment.
4	Internal assessments indicate that comprehension attainment among disadvantaged pupils is below non-disadvantaged pupils.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with problem solving and reasoning than their peers. This negatively impacts their development as mathematicians.

## 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
<p>To ensure that opportunities to improve children's sense of wellbeing are provided and that social and behavioural needs are supported in order to improve children's readiness to learn and their ability to progress.</p>	<p>Intervention data, pupil interviews and CPOMs data demonstrate that children's emotional needs are being met and that progress is reflected in academic progress. Engagement with ELSA and PFSA etc. where needed. Enrichment opportunities to promote wellbeing and healthy lifestyles. OPAL to be embedded into the curriculum impacting the emotional wellbeing of the children. Everyone responsible for embedding our 3 school rules and Christian values.</p>
<p>To improve writing outcomes among disadvantaged pupils with a specific focus on spelling and stamina for KS2.</p>	<p>Assessments, writing moderation and observations indicate significantly improved writing outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. High expectations and strong teaching of spelling ensure greater quality of written work from all pupils – building on phonics knowledge.</p>
<p>Attendance of Pupil Premium children improves to ensure a positive impact on progress and attainment.</p>	<p>Good working relationships with families which improve attendance. Working with outside agencies to support families with reluctant learners. Children make good progress in their learning. Parents ensure children attend on time and follow the new Attendance Policy' Significant improved attendance for those previously with persistent absenteeism.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved comprehension outcomes and improved reading among disadvantaged pupils. End KS2 reading data is strong Pupils demonstrate stamina and resilience during comprehension lessons.</p>

<p>Improved Maths outcomes among disadvantaged pupils – main focus on problem solving and reasoning.</p>	<p>Assessments and observations indicate significantly improved mathematical outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. UPKS children are confident in applying all four operations to PSRN.</p> <p>Mastery in number being implemented in EYFS and KS1 – provides strong foundations for maths fluency work.</p> <p>CPD on sustaining and raising attainment in maths has a positive impact on staff's QFT.</p>
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## Activity in this academic year

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

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

Budgeted cost: £1305

Activity	Evidence that supports this approach	Challenge number addressed
PFSA contribution for PP support.	PFSA to support PP children and their families. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1671628510">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1671628510</a>	1 and 3
To ensure CPD is in place to enable all staff to work effectively with our Pupil Premium cohort.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. EEF: <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> EEF research shows teaching delivered through mastery learning (+5 months) and high quality, feedback (+6 months) have significant impact. Improving the quality teaching of teaching pedagogy quality is the most effective way to improve outcomes for disadvantaged pupils. This will also benefit non-eligible pupils as well. This will be achieved using the following: - High quality training for all staff. - Lesson observations and learning walks focus on feedback to improve. - Regular book moderations - CPD/ coaching provided in any areas where this is identified as useful. Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes Purchase Maximising the Impact of Teaching Assistants CPD is to enhance school improvement and training through a series of modules on how to scaffold learning.	1, 2, 3 4 and 5
Purchase SCARF subscription	To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Social and Emotional Small Group Interventions (EEF +4 months)	1 and 3
Purchases CGP Practice Materials	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and SPAG. Reading Comprehension Strategies (EEF +6 months) Mastery Learning (EEF +5 months)	2, 4 & 5

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

Budgeted cost: £22975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of AR Licenses	There is a gap between the attainment of PP children and non-PP children in Reading. Tracking attainment of groups and individuals enables targeted support to facilitate progress Small Group Interventions (EEF +4 months)	4
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for disadvantaged pupils.	4
<p>Book tokens for Scholastic book fair.</p> <p>Targeted support: Supports improved and developing communication skills and cultural capital.</p> <p>Children have access to their own books at home which they have chosen and therefore want to read. This gives purpose to learning to read.</p> <p>(£50 book token for each child = £846)</p> <p>This activity is targeted to support 11 children (100% of the PP children)</p>	<p><a href="https://www.sciencedirect.com/science/article/abs/pii/S0049089X18300607#fig2">https://www.sciencedirect.com/science/article/abs/pii/S0049089X18300607#fig2</a></p> <p>Studies show where children have improved access to books within their own home academic outcomes are boosted.</p> <p>This supports reading at home with all its associated positive outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf</a></p>	1, 3 and 4

Teaching assistants to Provide targeted small group interventions across the school. Groups to include children in receipt of PP.	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	1, 2, 4 and 5
Purchase Gold Level access to the school library service (R4L) to provide greater access to books	Access to books will enable children to have the opportunity to practise and extend their reading at home and in school.  Homework (EEF +5 months)	1 and 4
1 x ELSA trained Teaching assistant to deliver interventions to those in need.	To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Social and Emotional Small Group Interventions (EEF +4 months)	1 and 3

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

Budgeted cost: £3273

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free breakfast club care for families in need of support with attendance and to ensure children arrive at school on-time.	Attendance for children in receipt of FSM is lower than for all children. Providing breakfast club care free to specific children will improve attendance.  <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a>	1 and 3
Pupil Premium children to take part in residential trips and to subsidise visits linked to learning.	This follows the inclusive ethos of our school – for all children to have the opportunity to participate in these extracurricular activities. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial. Personalised gift pots. Outdoor Adventure Learning (EEF +4 months) Social and Emotional Learning (EEF +4 months)	1 and 3

Pupil Premium children to receive free milk.	Health and wellbeing.	1
To develop OPAL provision across both sites.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</a> The average impact of engaging in physical activity interventions and approaches is about three month's progress over the course of a year.	1 and 3

**Total budgeted cost: £ 27, 553**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged children are supported in our school through a range of high-quality interventions and resources. Our data shows that interventions in phonics, reading, writing and maths were impactful. 100% of our disadvantaged children passed the phonics screening in Year 1 in 2024.

At the end of key stage 1 100% of our disadvantaged children met the expected standard for reading, writing and maths.

'Working together to improve school attendance' has been implemented attendance monitoring systems are now fully in place with the initial impact being seen with our pupil premium families. This continued new approach and monitoring system shows signs of success. It has meant we are having those important conversations with parents and building relationships with families and supporting them right from the beginning to ensure the children are in school.

Regular termly and half-termly pupil progress meetings which discuss the progress and next steps of individual children are held with the Headteacher and Inclusion Lead.

The school provides many enrichment opportunities free of charge for pupil premium children or heavily subsidised opportunities.

### Externally provided programmes

Programme	Provider
Cpoms	Raptor Technologies
Accelerated Reader	Renaissance Learning