

Pupil premium strategy statement 2024-2025

This statement details our school's use of Pupil Premium funding for the 2023-2024 academic year 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	Stelling Minnis CE Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils (September 2023)	9 pupils = 12%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachel Buss
Pupil Premium lead	Natalie Barnett
Governor / Trustee lead	Kay Leggett

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year funded by October 2023 Census (10 PP)	£16,280
Recovery Premium funding allocation this academic year	£0
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	£16,280

Part A: Pupil premium strategy plan

Stelling Minnis School's statement of intent

Our intention is that all pupils, irrespective of background or challenges they face, make very good progress and achieve high attainment across all subject areas. THE FOCUS OF THE Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal and to be secondary ready, personally, socially and academically; to be the best they can be, including those who are already high attainers, in line with our school vision.

We will consider the challenges of *all* our vulnerable children, who will also benefit from the actions described in this statement.

Quality First teaching is at the heart of our approach, with a focus on areas where disadvantaged children need most support. We have identified support that is proven to have had most impact in the past.

Our strategy is integral to wider school plans for educational recovery, targeting those pupils worst affected.

Our approach will involve carefully targeting their needs, based on robust assessment and monitoring.

We will ensure that there are high expectations of all pupils, including pupil premium children and we will act early to intervene if a need is identified.

It is implicit in the outcomes, below that the attainment of other pupils will be tracked and sustained.

It is an expectation that all staff take responsibility for pupil outcomes and raise expectations of what can be achieved by all children.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school – less exposure to good communication, phonics and reading support leading to underdeveloped

	oral language skills and vocabulary gaps among some disadvantaged pupils.
2	Lack of enrichment experiences in and outside school due to financial pressures.
3	Ensuring good attendance – some pupils need access to before and after school clubs to help achieve good attendance.

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
Pupils with Pupil Premium achieve academically in line with their peers.	<ul style="list-style-type: none"> • Pupil progress data shows that pupils with Pupil Premium make similar or better progress when compared to their peers who may be less disadvantaged. • Pupils achieve the expected standard or better at the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
Pupils leave Stelling Minnis School having enjoyed the full range of enrichment activities available to pupils attending the school.	<ul style="list-style-type: none"> • Pupils with Pupil Premium have engaged in school trips and visits, and been able to take part in sports and music lessons. • Pupils with Pupil Premium have taken part in school opportunities to broaden their horizons and enrich their life experiences. Eg Hindleap. • They have been able to attend Breakfast and After School Clubs if that improves the capacity for their parent/s to work and increase family income. This encourages better attendance in school.
Our intent is to help our children grow into adaptable, confident young people who are resilient independent learners with enquiring minds and a 'can do' attitude, coupled with humility and kindness as promoted through our Christian Values of Love, Respect and Perseverance.	<ul style="list-style-type: none"> • Pupils with Pupil Premium demonstrate the capabilities to take on key school roles in Year 6 and are powerful ambassadors for our school. • They demonstrate resilience and engage well in lessons, as shown in their involvement in lessons, recorded work and their wider responsibilities through the school.

Activity in this academic year

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

The school refers to the Education Endowment Fund evaluation toolkit when completing this: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching staff employed to teach specific pupils in small group booster sessions.	Education Endowment Fund: Small Group Tuition (low cost, moderate impact)	1, 2
Oral language interventions Language Link, oracy interventions.	Education Endowment Fund: Oral language interventions (low cost, very high impact)	1, 2
Embedding of new Little Wandle phonics programme across EYFS, and KS1 (including staff training and new reading resources)	Education Endowment Fund: Phonics (very low cost, very high impact)	1

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster lessons carried out weekly by additional teacher	Education Endowment Fund: Small Group tuition (low cost, moderate impact)	1,
Teaching Assistant interventions	Education Endowment Fund: Teaching Assistant interventions (moderate cost, moderate impact).	1

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

Budgeted cost: **£5,700.63**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for attendance at curriculum clubs	Education Endowment Fund: Arts participation (very low cost, moderate impact).	2
Cycle of enrichment opportunities within the school day	Education Endowment Fund: Arts participation (very low cost, moderate impact)	2
Funding for attendance at breakfast and after school clubs.	Education Endowment Fund: Breakfast Club (low cost, moderate impact)	3
Funding for school uniform	Education Endowment Fund: School Uniform (low cost, unclear impact).	3

Total budgeted cost: £25,700.63

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 2023-2024 academic year.

There were 14 pupils in receipt of Pupil Premium or Pupil Premium Plus during the year 2023-2024

Our funding priorities for 2023-24 fell into 3 key areas:

- Learning and the curriculum
- Effects of Lockdown Learning
- Phonics and Reading

Learning and the Curriculum

In 2023-2024 the impact of this support was seen in Pupil Premium results. 100% of Pupil Premium children in year 6 achieved the expected standard in reading, writing and Maths. In KS1 100% OF Pupil Premium children achieved Greater Depth in Reading & Maths and 100% achieved the expected standard in Writing

Family Support

The provision of before and after school clubs, has enabled parents to drop and collect their children at earlier and later times to suit their work commitments.

Enrichment within and outside of school

Children were able to visit Knowler Farm, a local Windmill a local depot and The school pays for a theatre production on site at Christmas. These were all subsidised for pupils with Pupil Premium. Some pupils have had support to pay for music lessons.

Attainment impact 2023-2024

End of year data shows the overall attainment of Year 6 pupils in receipt of Pupil Premium based on attainment data (on roll for the full year and including pupils in receipt of Pupil Premium for the whole year).

		Reading	Writing	Maths
Attainment	Achieving expected attainment	100%	100%	100%
	Achieving attainment at Greater Depth	12.5%	12.5%	12.5%

This data is based on school-based assessment tests, teacher assessment and end of key stage tests.

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
Little Wandle Letters and Sounds	Little Wandle