



Pupil premium strategy statement

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	54
Proportion (%) of pupil premium eligible pupils	3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25 25/26 26/27
Date this statement was published	June 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Jacqui Collier
Pupil premium lead	Jacqui Collier
Governor / Trustee lead	Ben Burden-Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24/25	£7,690.00
Recovery premium funding allocation this academic year	£340
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£3464.00
Total budget for this academic year	£11,494.00



Pupil premium strategy statement

Part A: Pupil premium strategy plan

Statement of intent

We recognise that ensuring all pupils receive good teaching is the most important lever we have to improve outcomes for our disadvantaged pupils. Research conducted by the 'Education Endowment Foundation' (EEF), suggests that using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.

Objectives:

- Remove barriers to learning.
- Ensure pupils wellbeing is supported and help the children to become more resilient.
- Narrow the attainment gap between pupil premium and non-pupil premium.
- Ensure all pupils are given the support to be ARE across reading, writing and maths.
- Support children to feel ready to learn and remove barriers around them.
- To enrich the curriculum providing opportunities to learn beyond the classroom which engage and impact on their key knowledge and skills
- To support all pupils to feel part of the Sampford Family by providing support for the provision of uniform and equipment needed.

Provide opportunities and experiences beyond the classroom to enable them to have a growing understanding of the world around them.

Key Principles

By following the principles below, we believe we can maximise the impact of our pupil premium spending:

- High expectations no excuses for underperformance; belief in and high aspirations for every child
- High profile knowing our children, prioritising their needs
- Early intervention accurate and early identification of need and swift action to address weaknesses Inclusive provision ensuring all our pupils can fully access the curriculum and make the most of the wider opportunities on offer
- High quality teaching ensuring all pupils have access to the best teaching in all subjects
- Emphasis on basic skills strong focus on achieving high standards in reading, writing and maths



Pupil premium strategy statement

We are aware that, whilst pupils eligible for the Pupil Premium are more likely to be lowattaining than other children, tackling disadvantage is not only about supporting low attainers. Data shows that disadvantaged pupils who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

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
To ensure the outcomes for PP Pupils are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions where needed.	Achieve in-line with or above national average at KS2 in Reading, Writing and Maths Flight Path Tracking shows good or outstanding progress year on year.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Pupils will have good mental health Achieve in-line with or above national average at KS2 They will also attend 96%+ Pupils with SEND are well supported to achieve whilst developing and maintaining positive learning behaviours
To support their wider opportunities across the curriculum and beyond	Pupils are able to link in class learning with off site visits. Pupils are in a good place to learn and are well supported. They will have experiences and skills to support their personal development and enable them to flourish – including access to Peripatetic expertise and opportunities to develop an interest in Sports.

Challenges

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

Challenge number	Detail of challenge
1 Emotional / Social and mental health	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
2 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention.



Pupil premium strategy statement

3 Attendance	Ensuring the attendance of PP pupils is key to a well-rounded learning experience. Minimising absence to illness and ensuring this is as short as possible is critical for these children.
4 Outcomes	Pupils in receipt of PP not making expected progress despite interventions and booster sessions.
5 Access to wider opportunities	Some PP pupils do not have access to a broad range of activities and opportunities to develop experiences and knowledge outside of school. Some pupils also lack access to enrichment opportunities such as music tuition.

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.

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

Budgeted cost: £ 8,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support - 6 hours per class per week - 1to1 support sessions for children £3000 – Educational Support Staff Top up funding	<p>Pupils will need support to access the lessons. Targeted support with initial concepts and understanding the objective is key. They will have a better understanding if they have looked at the vocab or parts of the lesson before the lesson.</p> <p>Evidence shows that Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources.</p> <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>	1, 2 & 4



Pupil premium strategy statement

	<p>Some children will have found aspects of lessons difficult and may need to repeat the objectives before the follow on lesson.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>Supporting families to access wider opportunities - music tuition, swimming, school trips and residential. £2,880</p> <p>Kilve Residential £1,960 (Projected)</p> <p>Charterhouse Residential £880.00 (Paid)</p>	<p>Evidence shows that <i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions,</i></p> <p><i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning</i></p> <p>Attendance and attainment during Residential weeks increases confidence. This fund ensures that all pupils across Class 2 have access to a Residential trip each academic year.</p> <p>Music Tuition and off site visits enhance the curriculum taught in the classroom and ensure pupils can draw links between their learning and the external world. Key cognitive support through Physical Activity and Music knowledge are well established. <i>EEF Website.</i></p>	<p>1, 3, 5</p>
<p>Booster Sessions KS2 SATs</p> <p>CPG Revision books £700</p> <p>HLTA time £1,000</p> <p>Breakfast £100</p>	<p>Specifically targeted booster sessions in preparation for SATS. Delivered by the Class teacher released from the classroom for the purpose of raising confidence and attainment with PP pupils.</p> <p>Revision books give pupils confidence in their knowledge and approach to the Key Stage 2 SATs. Repeated practice at questioning techniques in and out of the classroom helps ensure knowledge is accessible to them during the key week of testing.</p> <p>SATS breakfasts ensure that the children are ready to engage with the end of Key Stage 2 SATs – preparation and support increases confidence and ensures that pupils who struggle with formal assessment strategies are well supported throughout.</p>	<p>1 & 4</p>



Pupil premium strategy statement

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

Budgeted cost: £6,240 (with £395 possible addition)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting families to access wider opportunities- music tuition, swimming, school trips and residential. £2500 in addition to:</p> <p>Kilve Residential £1,960 (Projected) Charterhouse Residential £880.00 (Paid)</p>	<p>Evidence shows that <i>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions,</i></p> <p><i>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning</i></p> <p>Attendance and attainment during Residential weeks increases confidence. This fund ensures that all pupils across Class 2 have access to a Residential trip each academic year.</p> <p>Music Tuition and off site visits enhance the curriculum taught in the classroom and ensure pupils can draw links between their learning and the external world. Key cognitive support through Physical Activity and Music knowledge are well established. <i>EEF Website.</i></p>	<p>1, 3, 5</p>
<p>Ensuring children attend school ready to learn – providing support for uniform and food when required. £300</p>	<p>Children need to be ready to learn – we need to support them to overcome any barriers they have to attend school or learn.</p> <p>Having school uniform helps them to feel part of the Sampford family increasing confidence</p>	<p>1,3,4</p>



Pupil premium strategy statement

<p>ELSA– for supervision and time to work 1:1 with pupils where needed.</p> <p>Supervision via SSE £600</p>	<p>To support the children mental health and well being children need a trusted adult to talk to and who can support them to be in the right place for learning.</p> <p>Evidence shows that: <i>Responsible decision making is concerned with children’s ability to problem solve and make constructive choices. In order to do this, children need to learn how to evaluate a situation, think about possible solutions and consider the potential consequences of these options for themselves and others. Children who employ appropriate problem-solving strategies play more constructively, have better relationships with peers and are more cooperative at home and school. Children can be taught to use appropriate problem-solving strategies that improve their decision-making processes.</i></p>	<p>1,2,3,4</p>
<p>CPOMS – online safeguarding record. £395 (only utilised if funds are not expended at Year end)</p>	<p>Having an online resources enables all adults who are concerned about pupils are able to submit concerns. All concerns are in one place and staff are able to act on them.</p>	<p>All</p>

Total Budget: £11,494.00



Pupil premium strategy statement

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
1 - Reading, writing and maths	Achieve in-line with or above national average at KS2
2 - Attendance	Pupils attendance to be 96%+
3 - Pupils will be ready to learn	Pupils will have good mental health Achieve in-line with or above national average at KS2

- **Achieve in-line with or above national average at KS2**

Currently 40% of PP children are pupils with SEND (Nationally 17.1%) PP pupils are still not achieving in line with their peers. 1 PP child achieved GD, 1 PP child missed ARE in Reading by 3 marks. This needs to be a focus for 24/25.

Next Steps:

We will continue to focus on attainment for PP children next year.

- **Pupils attendance to be 96%+**

Current attendance for PP children 23/24 is 94% across 8 pupils.

Discussion with parents identified that illness is a key factor however, attendance at school has been emphasised with these parents and will be key in reviews with the SSE (County) Attendance team.

Next Steps:

This will continue to be a focus, and supported by County Attendance team.

- **Pupils will have good mental health. Achieve in-line with or above national average at KS2**

We are seeing a rising need in supporting pupils mental health and well being. We are allocating a TA to work specifically around regulation, wellbeing and mental health.

Next Steps:

Wellbeing TA supported by SENco to ensure PP children are supported well.



Pupil premium strategy statement

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
NA	