

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sale and Davys CofE Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Briggs Headteacher
Pupil premium lead	Sarah Briggs Headteacher
Governor / Trustee lead	Nicola Read, lead for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,821
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	£23,821

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 wave 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 all 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the employment of a catch up teacher for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're 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
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1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater difficulty in number recognition, counting and writing numbers in Reception.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is variable compared to that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils and non-disadvantaged pupils has declined over the years. These findings are supported by national studies.
5	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils. These pupils do not attend any out of school activities.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been in line with non-disadvantaged pupils. None of our disadvantaged pupils have been persistently absent.

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 reading attainment among disadvantaged pupils	All disadvantaged children to pass phonics screening in 2025 and 2026. Disadvantaged children to reach expected standard at Key stage 1 optional SATs and Key Stage 2 SATs.
Improved counting, number recognition and number formation in Reception.	Assessments show that all reception children including disadvantaged children can count reliably to 20 and recognise and write numbers to 20.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that all disadvantaged pupils met their targets and made the required progress from Key stage 1 to Key stage 2.
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing from 2024/25 demonstrated by:

particularly our disadvantaged pupils.	• 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 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 4%.

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: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional phonics resources(Little Wandle) Further training for staff to ensure consistency across the school.	Phonics scheme well resourced, which is highly recommended by DFE. 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. Ensure new staff have Little Wandle training and are able to deliver high quality phonics sessions.	1,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub training and resources and CPD (including Teaching for Mastery training). Inset training to ensure that fluency is prioritised across the school.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Fluency frees up working memory so that children can focus on the problem-Mastery maths.	2,3
Improve the quality of social and emotional (SEL) learning. This will be taught weekly Through the PSHCE scheme SEL approaches will be embedded into routine educational practices and sup-	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):	4, 5

ported by professional development and training for staff. Staff attended online workshops.	EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new books for the library and classrooms.	All children have access to a range of books that are appropriate for their age and ability. Reading is key to making progress in all areas of the curriculum.	1,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the catch up teacher in blocks.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional teacher hours for pupils who are behind. (Year 4 and Year, 5 and 6 small group) A significant proportion of the pupils who receive support are disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

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

Budgeted cost: **£3,821**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop a timetable of after school/ lunchtime enrichment activities for all pupils, with a focus on disadvantaged pupils.	Pupil premium and disadvantaged pupils are less likely to participate in after school clubs. Clubs will be subsidised or offered at cost only.	5
To continue to monitor attendance to ensure that disadvantaged pupils have similar or better attendance than non-disadvantaged.	Monitoring picks up persistent absentees and support can be put into place.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
To provide family support for children with anxiety	To buy into Children First so that pupils and families can have access to a family support worker who can help with school anxiety.	All

Total budgeted cost: £23,821

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 2024 to 2025 academic year.

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	63.6%	33.3%	75%	67.7% (2024)	<i>Not Published</i>	<i>Not Published</i>
KS1 Phonics Screening Check	100%	100%	100%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	24.4	N/A	24.4	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC Scored 25 Marks	70.6%	0%	70.6%	34% (2024)	25% (2024)	37% (2024)
KS2 SATS Combined RWM Measure EXS	54.5%	0%	54.5%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	90.9%	0%	90.9%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	90.9%	0%	90.9%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	90.9%	0%	90.9%	74% (2025)	61% (2025)	80% (2025)

Overall Outcomes

Due to small numbers of pupil premium children it is hard to compare year on year results. There were no pupil premium children in year 6 last year and there were no pupil premium children in year 4. However 100% of pupil premium children achieved the expected score in phonics. There were 3 pupil premium children in Reception and one of these children achieved a good level of development.

Teaching

Continual professional development over the year has focussed on addressing the needs of SEND and disadvantaged pupils. High quality wave teaching is in place across the school. Lesson observations and our recent Ofsted inspection evidence that pupils needs are met. Teachers regularly adapt learning, check pupils understanding and revisit previous learning.

Targeted academic support

Interventions are quickly put into place when children are identified as falling behind. Interventions are carefully monitored by the class teacher and SENDCO. A specific maths intervention has been put into place for a group of year 5/6 pupils. These pupils are making good progress from their starting points. Pupils receiving phonics intervention make rapid progress and this can be seen in the phonics results.

Wider strategies

Attendance of pupil premium children is greater than non- pupil premium children. Breakfast Club and nurture sessions promote good attendance. Lunchtime clubs are in place to ensure inclusivity. These clubs are well attended by pupil premium children

Externally provided programmes

Programme	Provider
Family Support worker for anxiety	Children First
Therapeutic interactions	Behaviour support
Outdoor residential	Kingswood
Lunchtime Clubs	School led.

