

Pupil premium strategy statement 2024/25

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	Powerstock CE VA Primary
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Head teacher
Pupil premium lead	Nick Harris
Governor / Trustee lead	David Bligh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7276
Recovery premium funding allocation this academic year	£500
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	£7776

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/Quality-first 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 the non-disadvantaged 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 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.
- Work closely with link governors to review and update implementation, wellbeing of pupils and staff and impact of actions.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Social and emotional/mental health issues. General wellbeing
3	Core Subject low attainment
4	Parental Engagement

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils through parental support.	Sustained improvement in attendance by end 2025 demonstrated by: the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that attainment/progress in line with non PP peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that attainment/progress in line with non PP peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024 to 2027 demonstrated by: <ul style="list-style-type: none">• pupil survey, student and parent surveys and teacher observations• Holistic Picture indicates improvement in 10 areas of focus. This will be supported by focus case studies.• an increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £ 3136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional mental health SEMH learning. Hamish and Milo SEMH intervention implemented (all TAs already trained). EBSA techniques and strategies implemented (EBSA training already completed).	SEMH learning approaches will be embedded into routine educational practices and supported by professional development and training for staff. 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):	1,2,4
Supporting CPD for teaching and support staff through work with ECL, WDSC, Dorset Nexus, TSIO and NPQs.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a	3

	growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redesign and resequencing of core subjects to enhance and accelerate learning and progress for all pupils with particular attention to adaptations for disadvantaged pupils. This work is supported by our work with the WDSC, Somerset Literacy Network and TSIO.	One concept often relies on the understanding of what has come previously and what will come next. Effective sequencing can also provide a way of embellishing and unifying what may otherwise seem like disconnected fragments of knowledge.	3
One HLTA in each class to implement targeted interventions and support in lessons.	Interventions 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

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

Budgeted cost: £1348 Forest School, After-school clubs, Trips

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School every other half term. Mindfulness Hamish and Milo sessions timetabled	Forest School provides many benefits for all children seeing improvements in mental health and attitudes to learning: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Mindfulness is embedded in whole school practice: https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf	2,3
Extra-curricular activities/clubs After school clubs for enrichment eg. Cooking/gardening club. Afterschool club craft activities.	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	2,3,4
Improving parental engagement	The EEF reports that - “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year. There are also higher impact for pupils with lower attainment saying “practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil outcomes.”	4
Enhanced transition offer	‘Quality transitions that are well prepared and child centred, managed by trained staff collaborating with one another, and guided by an appropriate curriculum, enhance the likelihood that the positive impacts of early learning and childcare will last through primary school and beyond.’ <i>Starting Strong V, Transitions from Early Childhood Education and Care to Primary Education OECD 2017</i> https://www.westpartnership.co.uk/transitions/	1,2,3,4

Assistance with school trip/sundries	Contributions are offered to each parent in the event of a school trip donation requested.	1,2,4
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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 to 2024 academic year.

7 pupils	WTS or below	ARE	GD
Reading	14%	57%	29%
Writing	29%	71%	0%
Maths	29%	71%	0%

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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