# Pupil premium strategy statement – Peppard CE Primary School 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 70 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** |  |
| Date this statement was published | 16/05/2025 |
| Date on which it will be reviewed |  |
| Statement authorised by | Nick Steele |
| Pupil premium lead | Nick Steele |
| Governor / Trustee lead | Shenan Swanwick |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £10,360 |
| 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* | £10,360 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Peppard, our pupils from disadvantaged backgrounds are a very small group. Each and every one of them is precious to us. Some children have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave Peppard as confident individuals who are the best people they can possible be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. Their ‘pupil premium passport’ will be their passport to their success and to opening doors in the next stage of their education.

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Socio-economic gap: A high proportion of our disadvantaged pupils live outside the immediate school community |
| 2 | Multiple barriers to learning. Including low self worth, Some disadvantaged pupils also have a SEND, or TAF in place for family |
| 3 | Communication and interaction: Some disadvantaged pupils have lower than typical starting points when entering reception. |

## 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 disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check and KS2 SATs* | There will be a systematic approach to the case studying of individual pupils who:  • have a SEN/D are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND and other disadvantage barriers” This could include:  • Forest school (option)  • Personalised learning plans |
| To reduce the effect of the local socioeconomic, gaps | Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with representing the school or attaining a leadership role.  • 100% of disadvantaged pupils will represent the school in competitive sport  • 100% of disadvantaged pupils will take part in music events/performances  • All disadvantaged pupils will be offered free club provision  • All upper key stage 2 disadvantaged pupils will take part in the residential trip  • For teacher to talent spot and mentor pupils in class to apply for leadership roles in school including, school and worship council and team captains, IT technicians, librarians and school ambassadors |

## Activity in this academic year

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

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

Budgeted cost: £150

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Adaptive teaching CPD* | [EEF evidence](https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching) | 2 and 3 |
| *Adaptive teaching resources* | See above | 2 and 3 |

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

Budgeted cost: £3,952

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *1:1 reading support* | Improvement of reading comprehensions and enjoyment | 3 |
| *Small group handwriting support (Greys and Highmoor)* | Improving writing fluency | 3 |
| *Small group provision Greys* |  | 3 |
| *Music lessons* |  | 1 and 3 |

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

Budgeted cost: £6,258

Estimate 3 clubs a week per child

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Breakfast provision* | All children have the opportunity to have breakfast in a community environment (est. 1 club per week) | 1 and 2 |
| *After school provision* | All children have an opportunity to stay and enrich their school experience with their friends, learning and developing new skills and having fun (est. 2 clubs per week) | 1 and 2 |
| *Holiday food vouchers* | Entitlement of £15 per pupil (£1470) | 1 |
| *Residential trip* | Ensures that all children receive our residential opportunity | 1 |

**Total budgeted cost: £ 10,360**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| Reading: Percentage of whole school achieving at least ARE = 83%  Percentage of PP achieving at least ARE = 85% (6/7)  Writing: Percentage of whole cohort achieving at least ARE = 66%  Percentage of PP achieving at least ARE = 57%  Maths: Percentage of whole cohort achieving at least ARE = 89%  Percentage of PP achieving at least ARE = 57% |

## Externally provided programmes

*None*

## Service pupil premium funding

None