

Pupil premium strategy statement 2024-2025 (updated Nov 24)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Fittleworth C of E Village School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	13.8% (17 FSM + 1 LAC)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jon Nodding & Debbie Burnett
Pupil premium lead	D. Burnett
Governor / Trustee lead	Louisa Brookfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,483.88
Recovery premium funding allocation this academic year	£2,904.09
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0.00
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	£27,387.97

Part A: Pupil premium strategy plan

Statement of intent

At Fittleworth we intend to support and empower each other to live our lives as happy, confident, knowledgeable and compassionate people. This pupil premium strategy, focuses on supporting disadvantaged pupils to ensure that they achieve and succeed alongside their non-disadvantaged peers. We understand that disadvantaged pupils, irrespective of their background or the challenges they face, should make progress and achieve high attainment across all subjects.

Our disadvantaged children include those who have social workers. Our strategy supports our most vulnerable children needs.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support through our adaptive curriculum. 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.

Through our clearly identified intervention programme we can direct our resources to the children who require it the most. These interventions below started at the start of the academic year.

- Act early to intervene at the point need is identified to close the gaps between disadvantaged pupils and non-disadvantaged peers ensuring they are always making good progress.
- Use high quality teaching, using researched based approaches to ensure that pupils engagement and learning is accessed by all.
- Delivering an adaptive curriculum.
- Small intervention groups targeting small step identified targets to ensure gaps are closed.

Challenges

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

Challenge number	Detail of challenge
1	<p>Significant Social, Emotional and Mental Health issues (SEMH) Children's SEMH needs can impact on their self-esteem, ability to self-regulate and ability to access the learning in the class setting.</p>
2	<p>Economic/Social Disadvantage Low aspirations from some disadvantaged families- cycle of underachievement/disengagement with education, including home learning. Limited experiences beyond the family. For some basic needs not met e.g. breakfast, correct uniform</p>
3	<p>Significant gap in attainment between disadvantaged and non-disadvantaged pupils. 7/18 of our PP pupils are receiving SEND support within school, 1 with an Educational Health Care Plan (EHCP) 6/18 of our PP pupils are in receipt or being referred to external agencies for further SEN support as well as school support.</p>
4	<p>Speech and Language/Vocabulary Among our disadvantaged pupils we have recognised that language acquisition is not secure and therefore signifies a language and vocabulary gap impacting on the progress that they are making in reading comprehension, writing and tackling reasoning and problem solving in maths. 5/18 have been referred or currently working under Speech and Language Team (SALT)</p>

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
<p>Identifying those pupils with gaps or not reaching expected standards in reading, writing and maths, so that interventions can be put in place to close gaps ensuring progress is made by all pupils.</p> <p>Identify need through ADPR processes and ILP's which is monitored and escalated when necessary.</p>	<p>Formative and summative assessments will show gaps. Small step planning adjusted.</p> <p>All pupils will make expected or better progress through high quality teaching and intervention provision.</p> <p>Referrals to external professional will provide additional assessments and provide further support to send pupils.</p>
<p>Our universal provision will offer Quality First Teaching and ensure that an adaptive curriculum is taught across the school.</p>	<p>Quality First teaching will ensure that all children regardless of need will access the curriculum appropriate to their need. Skills in reading, writing and maths improve and pupils will make expected progress.</p>
<p>To provide pupils with rich and wide pastoral support so that children with social and emotional needs can access all aspect of school life.</p>	<p>Social and emotional needs are met through high quality pastoral support in class and through targeted provision, allowing disadvantaged pupils full access to school life.</p>
<p>To provide a rich and broad curriculum that builds cultural capital over time and gives disadvantaged pupils fair and equitable access to it.</p>	<p>All pupils experience the school's wider curriculum offer and have full access to trips, visits, and extra-curricular activities. We will see an increase in participation in enrichment activities among the disadvantaged pupils.</p>
<p>CPD for Teachers and Teaching Assistants to upskill knowledge and understanding around specific learning needs and delivering good quality interventions, pre and post teaching sessions.</p>	<p>Teachers and TA's will be able to confidently plan, deliver and review interventions and ensure individual children's learning needs are met.</p>

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: £3,707.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a teacher to carry out more diagnostic assessments.	The teacher was trained to use diagnostic assessments for speech and language, reading and maths to carry out more detailed assessments of children to identify specific needs for referrals to external agencies.	3
CPD opportunities for subject leaders. Empowering subject leaders to lead their subject with confidence across the school.	Education Endowment Fund (EEF) 'teaching should be a top priority, including professional development, training and support for early career teachers and recruitment and retention'. Supporting staff to continuously improve their practice and therefore their teaching and training of others. Across all subject areas to ensure breadth across the curriculum. Subject leadership focus for INSET	2,3,4
CPD using SEND station, LBAT and ASCT advisory teachers/training	Programme of TA Training targeted to support and meet the needs of the PP children.	3,4

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

Budgeted cost: £21,880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group Intervention</p> <p>TA training</p> <p>Sendco guidance support and training of staff (sensory ladders/ interoceptive curriculum)</p>	<p>To provide targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific children with particular needs or behaviour issues can be effective, especially for older children. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants will be upskilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.</p>	<p>1,3,4</p>
<p>Targeted 1:1 support</p>	<p>To provide release supply/tutor time to target PP children's individual needs to close gap.</p>	<p>1,3,4</p>
<p>Pre/post teaching and Retrieval Practice (R.P.)</p>	<p>Considered use of pre-teaching and post-teaching work to consolidate children's learning, to increase identified pupil's understanding and enable learning to be embedded in their long-term memory. Further embed R.P. into every lesson. SLT to work with teachers to develop resources to embed R.P</p>	<p>1,3,4</p>

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

Budgeted cost: £1,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Total inclusion and access to wider opportunities	Children to access breakfast club, music lessons, paid clubs, trips, school uniform and residential, trips to ensure all pupils can access all elements of the curriculum	2

Total budgeted cost: £ 27,387.97

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.

Targeted interventions taught by teachers had the greatest impact for our pupil premium children. This along with additional support staff in certain cohorts enabled the teachers to target children more specifically and therefore all PP children made progress in small steps. Most PP children made good or excellent progress however they were not all at ARE by the end of the year.

The embedding of our Quality First Teaching has enabled our PP children to assess the curriculum more independently through adaptations and this has enabled them to become more resilient learners.

Training with TA staff through send station has provided the team with confidence to support PP children in class both academically, socially and emotionally. Once again this has offered the correct level of support for the individual needs of our PP children.

All pupil premium children were offered opportunities to participate in music or sporting opportunities to ensure they are able to access the full breadth of the curriculum offer.

Continuing with the fidelity to one phonic scheme and the new decodable books improved consistency and expectations within the EYFS and KS1. 60% of PP children passed their Yr1 phonic screener. 100% of our KS1 pupils made good progress towards their end of year outcomes.

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