



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2024 to 2025 academic year) 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	Durweston
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	20/122 = 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 24
Date on which it will be reviewed	October 25
Statement authorised by	Nicola Brooke
Pupil premium lead	Clare Corrie
Governor / Trustee lead	Bronwen Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32, 430
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	£32 430

Part A: Pupil premium strategy plan

Statement of intent

- *At Durweston, we want all of our children to achieve their full potential, regardless of their background. We use the pupil premium funding to help us ensure that our disadvantaged pupils achieve just as well as all other pupils in our school.*
- *We use a large part of our funding to focus on support in reading and maths. Our aim is that the attainment in the core subjects of reading, writing and maths of PP children without SEND will be in line with that of all other children.*
- *We also use our funding to support the emotional and pastoral needs of our children as we know this is a key barrier to learning.*
- *We want to ensure that our children flourish academically and socially whilst they are with us, and that they have the key skills they need to continue to flourish when they leave our care.*

Challenges

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

Challenge number	Detail of challenge
1	Emotional and pastoral needs are high for 68% (13/19) of our pupil premium pupils and are a barrier to learning.
2	32% (6/19) of PP children are on the SEND register; 1 has an EHCP
3	65% (11/17) lack the opportunity to practise key skills at home
4	65%% (13/20) have below average starting points in language, vocab, reading, writing and maths
5	40% (8/20) lack positive routines at home

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
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Children without SEN should achieve in line with all other children	Data outcomes in Reading, Writing and Maths 100% of PP children in Y1 meet the phonics check standard 100% of PP children in Y4 meet the MTC standard
Increased levels of well being leading to better learning behaviours	ELSA exit questionnaires show increased levels of well being
All children have access to a rich and diverse curriculum and extracurricular activities	PP children take part in BSN sports fixtures PP children take on roles of responsibility in school
Attendance of PP children to be in line with non- PP	Attendance data
All PP children fully engaged in learning	Reading records and open afternoon evidence shows that children are learning at home as well as at school.

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: £3200 (additional cost of UPS x 16%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced staff (UPS) who deliver QFT teaching in mixed ability classes	High quality teaching is the most significant factor in improving outcomes for all children, including those who qualify for pupil premium.	2,3
Additional teacher in the mornings so that maths and phonics can be taught in smaller year group classes – teaching is more specific to group's needs	Findings by the EEF state that small group tuition helps children make accelerated progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/small-group-tuition	2,3, 4
All staff attend relevant DSAT CPL	The EEF states that, 'effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.' https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professional-development	2,3,4

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

Budgeted cost: £TA staff x 16% = £18 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS/KS1 have a TA all day; KS2 have a TA in the morning Additional TA in Y3/4 in the afternoons high percentage of PP	Effective provision for small groups and individuals	2,3,4

All PP children with SEND heard read every day; all PP children heard 3 x weekly	Data outcomes in reading for PP children last year exceeded data outcomes for all children	2,3,4
3 x mornings only TA for PP child with EHCP		2,3,4
Wellcom for all PP children in YR		2,3,4
S&L vocab intervention		2,3,4

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

Budgeted cost: £15 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School £12000	Learning which takes place outside the classroom develops the whole child, including the confidence and self-esteem	1
ELSA	Social and emotional issues are recognised in school as a barrier to children's attainment. Children who have emotional wellbeing are more likely to attend school.	1
Lego therapy		1
Additional TA in Y3/4 in the afternoons high percentage of PP	As above	
Breakfast Club/After School club 3 x £4 x 39 = £468 1 x £4 x 190 = £760	As above	1,5

Total budgeted cost: £36 200

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.

Intended outcome	Success criteria					
Children without SEN should achieve in line with all other children	Data outcomes in Reading, Writing and Maths	2024	All children	All PP	All not SEND	PP not SEND
		Reading	82/27	85/20	91/37	91/33
		Writing	62/6	40/0	72/8	58/0
		Maths	85/28	80/20	88/35	100/25
		Y1 Phonics	no PP children in Y1			
		Y4 MTC	33%			
Raise the aspirations of PP children	Y6 Hopes and Dreams evidences PP children's desire to succeed	<p>5 PP children in Y6 CM said he wanted to have friends at his next school and have a happy family of his own. AJ wanted to look after the people with disabilities. AR wanted to be a rugby player. IJ wanted to be an architect JC wanted to be a sports person or sports coach.</p>				
All children have access to a rich and diverse curriculum and extracurricular activities	PP children take part in BSN sports fixtures PP children take on roles of responsibility in school	<p>All PP children took part in at least one off-site sporting event last year. 23% of the children who took part in off-site sporting events were PP children. 20% of School Council were PP children 100% of Y6 PP children held roles of responsibility</p>				
Attendance of PP children to be in line with non- PP	Attendance data	<p>Attendance of PP children 90.43% Attendance of all children 94.35% 43% PP children had attendance over 95% 5 PP children had attendance of below 90% 2% unauthorised (holiday)</p>				
All PP children fully engaged in learning	Reading records and open afternoon evidence shows that	<p>14/20 PP children read regularly at home. However, 100% were heard read at least 3 x weekly in school.</p>				

	children are learning at home as well as at school.	
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We had no PP children in Y1 last year so no relevant phonics data.

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
Play therapy	Koru

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?	n/a

Further information (optional)

Raising aspirations – we plan to discuss with our PP children what they might want to do in the future. We plan to involve them in inviting visitors from different careers into school to talk to the whole school. We aim to get them thinking about possible future careers and what they would need to achieve academically.