

Pupil premium strategy statement – Decoy Community Primary School 2024-25 – Review Autumn 2025

This statement details our school's use of pupil premium (and recovery 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	441
Proportion (%) of pupil premium eligible pupils	25.1%
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)	3 Years
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Sally Herbert
Pupil premium lead	Stephen Ball
Governor / Trustee lead	Simon Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,395
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£136,395

Part A: Pupil premium strategy plan

Statement of intent

We believe that all pupils should have the opportunity to aspire through the school's ethos of Inspiring Positive Futures.

Our curriculum is rich and ambitious and affords all pupils opportunities to learn, including access to and participation in educational visits, outdoor learning, residential, extra-curricular clubs, etc.

Objectives

For disadvantaged and pupil premium pupils to make accelerated progress in all core subjects, closing attainment gaps with peers.

All children leave Decoy as successful learners with skills and learning behaviours that prepare them well for future education and life.

How our plan will meet these objectives

Our current plan seeks to use a combination of the most effective strategies for teaching and learning to ensure that the children achieve well and experience success.

This plan is based upon research and is delivered by a highly skilled and dedicated staff team.

Our key principles

- All school staff and governors are responsible for the progress of our Pupil Premium children.
- Quality first teaching for every child.
- Improving outcomes for disadvantaged pupils.
- Researched-based interventions are used to target specific pupils need and are closely monitored to ensure effectiveness and appropriateness.
- Working to improve provision for our disadvantaged pupils should also support provision for the wider school community, including pupils who are not eligible for the premium but whose needs are similar.
- Rigorous monitoring and evaluation of the impact of Pupil Premium spending. We provide value for money in terms of using our Pupil Premium and recovery funding efficiently and effectively.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for children attracting pupil premium funding is significantly below national comparisons (9.9% compared to 5.9% nationally). Punctuality is a significant factor in this, and 26.7% of pupil premium children are persistently absent, compared to 16.2% nationally, and this is a more pronounced challenge in KS2.
2	There is significant overlap between children with pupil premium and children with SEND (50.1% compared to 17.1% nationally).
3	Some children have limited speaking and listening skills, which impact their opportunities to learn and to engage with the wider life of the school
4	Fundamental numeracy skills, recall of number facts, mathematical fluency are challenges for some children.
5	Some children have a limited reading diet and need support to develop a love of reading, exposure to a range of texts and genres and become lifelong readers. As a result, some children's comprehension skills are weak as they do not have the vocabulary or life experiences to understand depth of text.
6	Data across the school in 2024 showed that writing is a particular challenge for pupil premium children.
7	Disadvantaged children do not always have opportunities to build cultural capital that ensures they can access the curriculum to the same depth as their peers.
8	There has been a significant increase in the number of children at the school eligible for pupil premium (from 15% to 20.1%).

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
Pupil premium children's attendance improves	Pupil premium children's attendance is comparable with national attendance data KS2 pupil premium attendance improves to align with EYFS and KS1

Improved progress and attainment for PP pupils in maths.	Gap between PP children and peers narrows and PP pupils are working at ARE and GDS. End of Key Stage data compares favourably to national.
Improved progress and attainment for PP pupils in writing.	Gap between PP children and peers narrows and PP pupils are working at ARE and GDS. End of Key Stage data compares favourably to national.
Improved progress and attainment for PP pupils in reading.	Gap between PP children and peers narrows and PP pupils are working at ARE and GDS. End of Key Stage data compares favourably to national.
All pupil premium children make good progress, and to close the gap in attainment between pupil premium children without SEND and their peers without SEND	Data across the school for pupil premium children without SEND shows gaps closing to ARE and GDS.
Pupil premium children have increased opportunities to develop cultural capital	Pupil premium children's attainment across the curriculum will align more closely with their peers. Subject leaders have a clearer understanding of the needs and progress of pupil premium children.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop subject leaders' understanding of the needs and challenges for pupil premium children in each subject area	EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	2, 7, 8

<p>Developing understanding of assessment and attainment of PP children in relation to their peers through pupil progress meetings and monitoring of data</p>	<p>EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p>	<p>2, 8</p>
<p>CPD for high-quality teaching and learning of maths, building fluency, mathematical vocabulary and language, and deepening reasoning skills. Supporting adaptive practice to target individual needs to accelerate progress.</p>	<p>EEF Evidence Brief 1.1 - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	<p>4</p>
<p>CPD for high-quality teaching and learning in reading, building comprehension of a range of texts and genres. Supporting adaptive practice to target individual needs to accelerate progress.</p>	<p>EEF Evidence Brief 1.1 - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or</p>	<p>5</p>

	<p>investment in the use of standardised assessments.</p> <p>EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	
<p>CPD for high-quality teaching and learning in writing, exploring a range of high-quality texts and genres, and the planning and delivery of high-quality, aspirational writing lessons.</p>	<p>EEF Evidence Brief 1.1 - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p>	6
<p>CPD for all staff across the school as part of the local Oracy Project</p>	<p>EEF Evidence Brief 1.1 and 1.2, as referenced above, and 2.1: Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and</p>	3

	matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 1 and 2 interventions for Read, Write, Inc. phonics programme	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	5
Targeted maths interventions in Key Stage 1 and 2	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	4
Tutoring and boosting in Upper KS2 to close the gap to EXS	EEF Evidence Brief 2.1 – Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	6

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to reinforce everyone's understanding of attendance and their role in closing the gap for pupil premium children	EEF Evidence Brief 1.2 - Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.	1, 8
Mentoring for children for whom social, emotional and mental health pose a barrier to success at school	EEF Evidence Brief 3.1 – Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	2, 7, 8
Deliver a package of advisory support for parents, carers and children across the school, utilising the family support worker, including pupil voice sessions, early identification of SEND needs in nursery, and home support (for example, with behaviour or bedtime routines)	EEF Evidence Brief 3.1 – Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	1, 2, 8
50% reduction on the cost of trips and enrichment activities	EEF Evidence Brief 3.3 – Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	7, 8
Clubs are offered at no cost to children, with preferential	EEF Evidence Brief 3.3 – Extracurricular activities are an important part of education in its own right.	7, 8

access for children with Pupil Premium		
Preferential opportunities to experience a rich and varied wider curriculum, such as able writers' days, maths workshops, theatre and drama experiences, sports days at secondary schools, or community events	EEF Evidence Brief 3.3 – Extracurricular activities are an important part of education in its own right.	7, 8
Improving communication between home and school to enable parents to better support learning at home (e.g. Class Dojo diaries, messaging and class blogs).	EEF Evidence Brief 3.6 – Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	1, 2, 7

Total budgeted cost: £95,000

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

Data for the academic year 2024-25 is broadly similar to the previous year. There remain significant gaps in attainment between children with pupil premium and their peers. In reading, 75% of children nationally achieved the expected standard, and 73% of children who do not qualify for pupil premium funding. However, 65% of the 17 pupil premium children met this standard.

In writing, 56% of pupil premium children attained the expected standard, as compared to 73% of their peers at Decoy School, and 72% of all children nation-wide. The biggest challenges for the school are in maths, as 36% of pupil premium children achieved the expected standard, whereas 66% of their peers did, and 74% of children nationally.

Due to the impact of the covid pandemic when this cohort were in KS1, no progress data is available.

In this period, the number of children eligible for pupil premium has increased to 25.1%, compared to 24.7% of children nationally, and these children have significantly higher incidence of SEND than their peers at school and nationally: 49.1% of children eligible for pupil premium also have SEND, compared to 18.3% of children nationally.

Over the past year, the impact of increased support for children with SEMH needs has been felt. A large number of pupil premium children access support from support staff trained in counselling, mentoring and from our family support worker.

Externally provided programmes

Programme	Provider
Ongoing phonics training and consultancy	Ruth Miskin (RWI)
HfL Reading for Fluency Project	Hearts for Learning/Devon Education Services

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Due to pupil numbers, this data is of limited significance.

The impact of that spending on service pupil premium eligible pupils

As above
