

Pupil premium strategy statement 2021 to 2022

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
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils 23.5.22 GIAS all data taken at this point	24 Children (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Bruce Wilken
Governor / Trustee lead	Lee Grattage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,436
Recovery premium funding allocation this academic year	£2820
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	£28,256

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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills and weak vocabulary
2	Lower attainment on entry in C&L, Literacy, Maths, PSED
3	Chaotic family lives including multiple schools attended
4	Significant knowledge gaps as a result of disproportionate impact of lockdowns and remote learning.
5	Expectations from parents that may fall into either: a. not supporting or promoting learning at home for whatever reason b. not recognising that their child is struggling academically or behaviourally when compared to their peers
6	Attendance and particularly punctuality issues.

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
Progress in reading.	To make at least expected progress in reading or better annually and to have closed the gap by the end of their primary school (Reception reading to Y6 SATs/TA)
Progress in writing.	To make at least expected progress in writing or better annually and to have closed the gap by the end of their primary school (Reception writing to Y6 SATs/TA)
Progress in maths.	To make at least expected progress in maths or better annually and to have closed the gap by the end of their primary school (Reception number to Y6 SATs/TA)
Attendance.	<ul style="list-style-type: none"> No significant difference between non/disadvantaged attendance annually Reduce percentage late from baseline 53% to 43% by end of plan

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: £40,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of full time Teaching Assistant in Reception £18,577	Class demonstrates significant delay in expected skills (including eating with cutlery). Disadvantaged children clearly at the forefront of this gap.	1,2,4
Continue to provide additional TA support in Year 3 £9712	Year 3 continues to have highest proportion of children eligible for PP (8/30 representing 27% of cohort and half of which are on SEN register). This practice commenced in Year 1 and continues	1,2,4
Purchase of Little Wandle Phonics Programme £12,000 budgeted	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4

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

Budgeted cost: £1024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional guided reading and targeted individual, paired or group sessions will be provided for PP pupils in Y6 and Y3 by experienced teachers.</p> <p>£Previous</p>	<p>1:1 or small group tuition, although costly, is also shown in the EEF toolkit to accelerate learning. We will be using experienced teachers and, where possible, these will be working in the classes where supported pupils are drawn from to ensure maximum linking with the everyday classroom teaching.</p> <p>The lowest attaining Y3 and Y6 PP pupils need intervention to start much earlier and to be consistent in delivery so these changes will be made this year.</p>	<p>2, 4</p>
<p>Additional phonics sessions targeted at children impacted by missing education, a significant proportion of whom are disadvantaged pupils who require further phonics support.</p> <p>£1024</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Pro-gramme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£NTP</p>	<p>Tuition 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: **£1500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential Costs. £1500 budgeted	A significant number of our pupils only time away from home during the year is on school residential. The benefits on their from such experiences may be difficult to quantify but is self evident when compared to them remaining in school and missing the events because parents cannot pay. Y5 – Laches Wood Y6 – Standon Bowers	3,5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. £0	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £42,813

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 2020 to 2021 academic year.

Attendance data is not considered to have value given the disruption encountered in 20/21. However, measures that were put in place to ensure that disadvantaged children attended during lockdowns ensured that a significant proportion attended school. The school attendance for the academic year was 97.4%. PP school attendance was 97.0%
It should be noted however that lockdown and Covid absence are not included in this data. 0.06% of attendance was unauthorised, half of which consisted of a single child holiday.

Other than internal class formative assessment and end of year assessment for reporting purposes, there is no extensive data on assessment upon which to draw upon for meaningful analysis. This is because, as a school, SLT and governors we considered:
To take the opportunity of significant pupil absence as a consequence of lockdowns to replace our MIS (and more importantly our assessment tracker) with one more fit for purpose.
To maximise teaching and minimise testing under the principle that, "watering the plant" is of far more valuable than, "measuring the plant."
The considerable academic disruption over the past year have ensured that any analysis is unlikely to have value.

It should be noted that DfE and Ofsted have made it clear that any results or evidence from 2020 to 2021 will not be used in evaluating school effectiveness.

Externally provided programmes

Programme	Provider
Numicon	Numicon

Reviewed 13.9.22

Bruce Wilken & Lee Grattage (Governor). Formal ratification due 10.10.22