

Pupil Premium Strategy Statement 2021/2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	22/10/2021
Date on which it will be reviewed	This is the revised version May 2023
Statement authorised by	Mr. Matthew Jordan Executive Headteacher
Pupil premium lead	Mrs. Terri Freeman Deputy Headteacher
Governor / Trustee lead	Mr. Chris Perry Chair of Intervention Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600
Recovery premium funding allocation this academic year	£10,005
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	£117,605

Part A: Pupil Premium Strategy Plan

Statement of intent

We will use a tiered approach to Pupil Premium and Recovery Premium spending. This will help ensure we balance the priorities of improving teaching and learning, targeted academic support and wider strategies.

Tier 1 – Teaching and whole school strategies

Tier 2 – Targeted support

Tier 3 – Wider school strategies

By investing in improving teaching through professional development, training and support for early carer teachers and recruitment and retention, we will ensure that we have an effective team. All members of our class-based team will be supported to improve their practice.

Through targeted academic support, we will work hard to ensure children identified as needing catch up with their peers will make accelerated progress.

In addition to academic support, we will provide a range of additional support and interventions to help remove barriers to learning. For example, Thrive, counselling, Young Carers, Nurture and other small group focused programmes.

Raising attendance and reducing persistent absenteeism is another key focus for our school. The Deputy Headteacher, supported by the pastoral and school's office team, will provide challenge and support to families of children whose attendance is causing concern.

Raising the achievement of all disadvantaged and vulnerable children is a whole school responsibility and the pupil premium strategy is complementary to our School Transformation Plan.

For our staff we summarise our strategy in our provision as: REMEDY

Reading, English, Maths, Early Help in school to improve Attendance, Differentiation (personalising learning) and Youth Services (external professionals)

Challenges

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

Challenge number	Detail of challenge
1	To improve children's attendance and punctuality
2	Gaps in children's knowledge due to lockdowns
3	Gaps in children's phonics skills and reading skills due to lockdowns
4	Limited access to varied life experiences for some children, i.e. Cultural Capital
5	Increased need for children and families to receive additional support – Early Help and outside agencies

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
Improve attendance and punctuality of disadvantaged children.	Attendance for disadvantaged children improves and is at least in line with national benchmarks and their peers in school. Persistent absence for disadvantaged children reduces and is at least in line with national benchmarks and their peers in school.
Quality First Teaching.	Class based staff are given CPD and effective feedback from monitoring and evaluation to ensure disadvantaged children benefit from quality first teaching.
Consistently effective Phonics and Reading provision.	That disadvantaged children benefit from consistently effective phonics and reading provision plus targeted support to make accelerated progress.
Limited access to varied life experiences for some children – Cultural Capital.	All disadvantaged children have the opportunity to participate in a range of extended school activities. Rates of participation in these extended school activities for disadvantaged children are high. Disadvantaged children enjoy a wide variety of curriculum visits that enhance cultural capital.
Disadvantaged children and their families benefit from targeted support and additional support – early help.	Tracking of attendance, punctuality and high level behaviour shows a positive impact of this support. Cases studies evidence the positive impact on disadvantaged children of early help interventions.

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £51,410.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling of all class teachers and curriculum leaders through targeted CPD and coaching / mentoring.	<p>EEF research shows that improving teaching is the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'.</p> <p>Aspects of this CPD include feedback, challenge, curriculum leadership, phonics delivery and reading comprehension.</p>	1, 2 & 3
Ensuring the recruitment and retention of quality classroom teachers.	As above, ensuring that all classes are consistently taught by passionate, committed and quality teachers is one of the most important actions for improving outcomes for disadvantaged children and non-disadvantaged children.	2 & 3
Consistent delivery of effective Phonics and Reading programme through investment in staff CPD and resources to support quality reading provision.	<p>Synthetic phonics programmes have a strong evidence base indicating a positive impact on children, particularly those from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be most effective in daily sessions in a progressive programme.</p>	2 & 3

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for children with low prior attainment and gaps in core skills caused by lockdowns.	EEF research shows that small group tuition has a positive impact on progress and attainment.	1, 2 & 3
Small group language intervention and support.	EEF research shows that oral language interventions have a positive impact on children's ability to develop language and comprehension skills.	1, 2 & 3

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £39,769.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Teaching Assistant and THRIVE practioner offer support and challenge to raise attendance and remove barriers to learning	Children and families who receive additional support and interventions feel more confident in school and feel safe to engage in learning. Behaviour and nurture interventions to support emotional wellbeing and readiness to learn thus helping remove barriers to learning. +4 months (EEF)	1 & 5
Rewards and incentives to promote the importance of good attendance and punctuality.	National research demonstrates the strong link between good attendance and educational outcomes.	1 & 5
A comprehensive extended school offer and programme of educational visits is in place 2021-22	That all disadvantaged and vulnerable children have the opportunity to attend our extended school offer and educational visits. Some families are unable to contribute towards school visits and clubs, the school will support children eligible for pupil premium. For example, residential visit for Year 6.	4 & 6

Total budgeted cost: £134,840.37

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Training
Thrive	Thrive
SCARF (PSHE / RSHE)	Coram Life Education

Part B: Pupil Premium Strategy Outcomes 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Tier 1 – Teaching and whole school strategies

Tier 2 – Targeted support

Tier 3 – Wider school strategies

Intended outcome	Success criteria	Impact
<p>Tier 3, challenge 1</p> <p>Improve attendance and punctuality of disadvantaged children.</p>	<p>Attendance for disadvantaged children improves and is at least in line with national benchmarks and their peers in school.</p> <p>Persistent absence for disadvantaged children reduces and is at least in line with national benchmarks and their peers in school.</p>	<p>In line with the national picture, our Persistent Absence (PA) overall was once again higher than pre-COVID years and overall = 19.7%.</p> <p>Whole school attendance: 92.8%</p> <p>Pupil Premium attendance: 91.8%</p> <p style="color: red;">Next step: this will remain our first challenge as children cannot make better progress or achieve their potential if they do not have good attendance.</p>
<p>Tier 1, challenge 2</p> <p>Quality First Teaching.</p>	<p>Class based staff are given CPD and effective feedback from monitoring and evaluation to ensure disadvantaged children benefit from quality first teaching</p>	<p>In Autumn 21 we invested in whole school training for all staff in Read Write Inc. phonics.</p> <p>Our Phonics leader has been released to do daily monitoring and weekly coaching.</p> <p>Impact has been consistently effective phonics provision, validated by monitoring and outcomes.</p>
<p>Tier 1, challenge 3</p> <p>Consistently effective Phonics and Reading provision</p>	<p>That disadvantaged children benefit from consistently effective phonics and reading provision plus targeted support to make accelerated progress.</p>	<p>PST outcomes for all Year 1 children summer 22 was 91%. PPG children = 75% (3 of 4)</p> <p>1 child joined the school Feb '22 from Elective Home Education, was EAL and did not pass.</p> <p>2 / 3 children in Year 2 who were PPG and retook the test passed. The other child was one mark off passing and made accelerated progress.</p> <p>3 / 4 PPG children who received tuition for phonics passed and 1 missed passing by one mark.</p> <p style="color: red;">Next step: to improve our teaching of reading comprehension across the school through CPD due to below national outcomes for Key Stage 2 Reading in summer 2022.</p>

<p>Tier 3, challenge 4</p> <p>Limited access to varied life experiences for some children – Cultural Capital.</p>	<p>All disadvantaged children have the opportunity to participate in a range of extended school activities.</p> <p>Rates of participation in these extended school activities for disadvantaged children are high.</p> <p>Disadvantaged children enjoy a wide variety of curriculum visits that enhance cultural capital.</p>	<p>61% of all children attended an extra-curricular club on offer at our school.</p> <p>60% of PPG children attended an extra-curricular club on offer at our school, so in-line with peers.</p> <p>All PPG children were able to access curriculum visits.</p>
<p>Tier 3, challenge 5</p> <p>Disadvantaged children and their families benefit from targeted support and additional support – early help.</p>	<p>Tracking of attendance, punctuality and high-level behaviour shows a positive impact of this support.</p> <p>Cases studies evidence the positive impact on disadvantaged children of early help interventions.</p>	<p>Punctuality and attendance improved through academic year 2021-22.</p> <p>Our rates of suspensions were high but one child who was permanently excluded accounted for 77% of these suspensions.</p> <p>Please see case studies for further impact.</p> <p>Next step: to further reduce the number of fixed term suspensions for PPG children.</p>