

Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	12% (18PP + 1SPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	First published: September 2021 Reviewed: September 2022
Date on which it will be reviewed	July 2023 (with PP Governor and Executive Head)
Statement authorised by	Dan Turull
Pupil premium lead	Lucy Cowgill
Governor lead	Rachel Powell

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£23,865 (17chd + 1SPP)
Recovery premium funding allocation this academic year	£2,465
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	£26,330

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium offer is designed to maximise the potential of all children, especially those in receipt of Pupil Premium. We aim for our Pupil Premium children to be mentally well, socially and culturally aware and match or exceed other disadvantaged groups nationally in terms of academic outcomes and levels of attendance. We are adopting the 'tiered approach' of teaching, targeted academic support and wider strategies suggested by the EEF in their guide to Pupil Premium published in 2019. A copy of which can be accessed [here](#).

We have largely targeted our Pupil Premium funding on:

- Ensuring we provide first rate quality teaching through a commitment to ongoing professional development
- Targeted intervention where necessary to fill gaps, pre-teach and catch-up
- Pastoral care to ensure our children develop good mental health strategies, and
- Enriching experiences to motivate and engage our children academically and culturally

Challenges

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

Challenge number	Detail of challenge
1	SEHM and other health issues as barriers to learning and attendance
2	Identifying clearly any SEN needs for individual children
3	Gaps in prior learning
4	Lack of access to funds for trips, residential or quality reading texts or IT beyond the classroom
5	Disruptive behaviour

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
PP children with identified SEN needs receive appropriate support and assessments	Accurate referrals and targeted interventions/signposting to other services is achieved
PP children are able to access the full range of inspirational clubs, visits and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic visits and trips.

The quality of teaching within the school continues to improve through ongoing CPD	Teachers, and teaching assistants, are delivering consistently good lessons and interventions achieved through a commitment to ongoing high quality professional development which improves outcomes of all pupils inc. PP
The mental and physical health of our PP children improves	Take qualitative evidence from our children on how they are feeling and for them to be able to explain the importance of good mental and physical health

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: £

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>Staff Meeting time to improve the teaching of writing</i>	The quality of writing and use of a wider range of vocabulary is achieved by the PP children, and gaps in writing (especially boys' writing closes) (Research: EEF Mastery Learning)	3
2	<i>Staff training time and leadership time with the teaching school in relation to phonics and early reading</i>	Leadership of early reading and phonics continues to improve and more PP children reach the required standard in their year group or national tests (Research: EEF Mastery Learning) (Research: EEF Phonics) (Research: EEF Improving literacy in Key Stage 1)	3

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

Budgeted cost:

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>Develop the role of a dedicated SEND TA and training for TAs carrying out interventions</i>	Firm plans to develop our PP children and deliver traceable outcomes are managed by SENCO and HOS operating across the school (Research: EEF Effective use of Teaching Assistants) (Research: EEF Phonics) (Research: EEF Behaviour Interventions)	1,2,3,5
2	<i>Purchase of quality reading books to inspire and to develop reading skills</i>	Good quality, visual texts are purchased which motivate children to read. (Research: EEF Improving literacy in Key Stage 1) (Research: EEF Improving literacy in Key Stage 2)	3

		(Research: EEF Reading Comprehension Strategies)	
3	<i>Use of personalised online learning platforms to accurately support non-directed learning</i>	Homework is only effective if it is targeted and personalised (EEF research) (Research: EEF Homework - especially digital technology at primary school)	4
4	<i>Use of AW,NE,LA to deliver wellbeing and nurture clubs</i>	Targeted intervention to support the needs of identified children on a weekly basis and through the results of talk to boxes, teacher/parent referral survey. (Research: EEF Behaviour Interventions)	1,5
5.	<i>Purchase of Units of Sound intervention scheme to narrow gaps in phonic knowledge and reading</i>	Targeted intervention to support the needs of identified children on a daily basis.	2,3

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

Budgeted cost:

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	<i>EWO to monitor attendance</i>	The level of attendance achieved by our PP children either matches or exceeds that of all pupils in school and exceeds that of PP children nationally (Research: EEF Parental engagement)	1
2	<i>Outdoor activities to develop good mental health and physical activity (eg forest school, community volunteering, OPAL activities and participation in clubs)</i>	Children will thrive working with members of the wider community in a healthy environment with a defined outcome. Our children have taken part in sports clubs with the required financial assistance. (Research: EEF Social and Emotional Learning)	1,5
3	<i>Support families in participating in trips and residential and involve them in the life of the school</i>	No child misses a trip due to financial matters. Children will be able to give qualitative evidence of the impact of trips by talking about what they have seen or learnt. Parents are participants at school events, especially related to celebrating learning. (Research: EEF Parental engagement)	4
4	<i>School uniform</i>	Financial support in the purchasing of school uniform and equipment so children feel	
4	<i>Embedding good learning behaviours through our rewards scheme</i>	Children who have good learning behaviours and understand how learning takes place, are better placed to make progress (Research: EEF Metacognition and self-regulation) (Research: EEF Behaviour Interventions)	5

Total budgeted cost: £21,170

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 2021 to 2022 academic year.

2021-22 was a difficult year with the school seeing the after effects of covid in terms of children's mental health and the need to catch up on lost learning time and reintegration of children from their 'bubbles' into the wider school community . Also extra curricular activities and trips resumed January 2022 after nearly 2 years.

All pupil premium children in Year 6 took part in residential camp, received extra maths tuition and represented the school in many sporting activities. Year 4 and 5 children received daily units of sound intervention and all children in every year took part in extra curricular activities e.g the dance umbrella and class visits.

Year R child received a fully funded extra curricular sports programme.

Amongst our other Pupil Premium children, reading and writing was a weakness. The investment into a new writing structure and investment in books, Units of Sound and a new phonics scheme and practise reading books has been implemented into our 3 year plan as a result of identifying this weakness.

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
Write Stuff	The Training Space
Doodlemaths	EZ Education
Phonics Play	Phonics Play Ltd
Literacy Shed	Literacy Shed
Purple Mash	2Simple
Charanga	Charanga Ltd
Phonics	Little Wandle letters and Sounds
Phonics	Units of Sound

Further information

The Pupil Premium Strategy will be overseen by the PP lead, with challenge and support offered by the school's named Governor for Pupil Premium.

It is intended that an update on Pupil Premium will be given to the Local Governing Body (LGB) at least 3 times per year.

This strategy is intended to run for a period of 3 years and will be updated as necessary during that time period.