



# Pupil premium strategy statement

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
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	13%
Proportion (%) of service premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	B. Dye
Pupil premium lead	J. Banner
Governor / Trustee lead	L. Cobbin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,208
Recovery premium funding allocation this academic year	£TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£TBC

# Part A: Pupil premium strategy plan

## Statement of intent

*We should challenge ourselves to consider disadvantaged learners as **not being Educationally Disadvantaged but instead being victims of Educational Inequality.***

*The most impactful approach to improving outcomes for disadvantaged children supports those that are not disadvantaged. Therefore, all our children are entitled to **high quality first wave teaching!** Disadvantage is endemic in society but we must maintain a focus on our sphere of influence, the gift of learning, and make small changes to impact on this at an individual level. To ensure all children can make a valued contribution to the class learning, we must scaffold up and not differentiate down!*

*It is our shared mission of collective knowledge, ownership, understanding individual roles to play and an understanding of the shared goal that enhances our provision for disadvantaged children. Our school culture is one that encourages us to believe we can do better so that we challenge perceptions. Irrespective of background, all pupils must feel that they belong in our school. We must keep our strategies and approach simple and always focussed on the needs of individual children and their families.*

*We must use assessment not assumption in order to identify the 'who' and 'what' of disadvantaged need in our school. We must be open and curious about the specific disadvantages for our children. We must be wary of unconscious bias, guarding against pre-conceived perceptions of children and families which may stem from our own personal influences. We must ask questions and find answers to identify the barriers our children have. Therefore, we should consider long-term strategies in order to begin to address long-term negative impacts.*

*The identified needs of the children must drive our strategies. COVID19 has significantly exacerbated the imbalances already in place, we have to ask the necessary questions in order to identify and support each individual. What happens in the classroom makes the biggest difference for all children and especially disadvantaged children. It is important to maintain all relationships in school, less successful learners need the very best relationship with their learning and the adults are the conduit for that. Every child needs a champion, a positive role model.*

*Positive wellbeing  Consistent staff  Consistent relationships  Consistent culture.*

*Being present in the moment, having quality modelling and then receiving personal, effective feedback with an opportunity to try again immediately, impacts positively on progress and attainment. The quality of relationships between adults and children impact on the quality of feedback and therefore the outcome of that feedback.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Poor early language development</i>
2	<i>Low level (or lack of) reading; often due to poor parental support, illiteracy, or reading being undervalued</i>
3	<i>Inability to emotionally regulate; often linked to trauma, chaotic lifestyles leading to lack of control</i>
4	<i>Sense of isolation</i>

## 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
<i>Good connection with staff in school</i>	<ul style="list-style-type: none"> <li>• Although more limited than usual, transition arrangements allow children to move positively and with great awareness of anxiety levels.</li> <li>• New PHSRE curriculum targets SEMH, supports positive behaviour, empathy and greater self-reflection</li> <li>• The virtues remain fundamental to school culture, modelled by adults and children</li> <li>• Reinstating school assemblies in person bring school community together gradually from being in isolated bubbles</li> </ul>
<i>Oracy levels improve across the school</i>	<ul style="list-style-type: none"> <li>• All staff attend training</li> <li>• New strategies are applied in all classes and monitoring shows progress</li> <li>• NELI programme followed in EYFS has a positive impact</li> <li>• SALT intervention improves children's confidence and ability for speech and language</li> </ul>
<i>Assessment clearly highlights where improvements are being made and where gaps still need addressing in reading, writing and maths</i>	<ul style="list-style-type: none"> <li>• Pupil conferencing highlights where progress is being made</li> <li>• Termly Data tracking is rigorous and informs staff of successful progress, gaps in learning etc.</li> <li>• Leaders are able to identify patterns for targeted intervention</li> </ul>

	<ul style="list-style-type: none"> <li>• NTP targeted intervention for children in Y2 impacts children's confidence and attainment</li> <li>• Mastering Number Training</li> <li>• Early Years Maths Project</li> </ul>
<i>Pastoral offer positively impacts individuals and groups of children</i>	<ul style="list-style-type: none"> <li>• Nurture groups in KS1 begin again</li> <li>• TIS sessions in KS2 implemented</li> </ul>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest Schools Training</i>		3, 4
<i>Oracy Training</i>		1, 2,
<i>Letters &amp; Sounds Training</i>		1, 2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI</i>		1
<i>NTP</i>		1, 2
<i>BLP, Reading Recovery,</i>		2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Heroes</i>	<i>Supporting Service Families</i>	3, 4
<i>Nurture</i>		3, 4
<i>TIS</i>		3, 4

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

#### *School data headlines for year 2020 to 2021*

- Averaged across the school, the percentage of Pupil Premium (Disadvantaged) children working at or above the Expected standard is 7% above 2019 national results for PP children in reading; but is below national results for PP children in writing (-10%), in maths (-2%) and in combined RWM (-1%).
- Averaged across the school, the percentage of Non PP children working at or above the Expected standard is 2% above 2019 national results for Non PP children in reading, but is below national results for Non PP children in writing (-12%), in maths (-5%) and in combined RWM (-7%).
- Averaged across the school, the gap between school PP children and school Non PP children is narrower than the national gap in all three subjects at 11% in reading, 13% in writing, and 14% in maths and in combined RWM.
- Averaged across the school, progress this year is above the benchmark 5 points in all three subjects for PP children and also for Non PP children.
- Average progress for PP children is typically above the benchmark for all three subjects in every year group; but is in line with the benchmark for reading in Y3, and is below the benchmark for writing in Y5 and Y4 and for maths in Y4.
- Averaged across the school, the percentage of Service children working at or above the Expected standard is above 2019 national results for All Children in reading (+11%) and in maths (+9%), but is below national results in writing (-8%) and in combined RWM (-1%).
- Averaged across the school, progress this year is above the benchmark 5 points in all three subjects for Service children and also for Not Service children. Averaged across the school, Service children have made slightly more progress this year than Not Service children in reading and in writing, and the same progress as Not Service children in maths. Average progress for Service children is typically above the benchmark for all three subjects in every year group, but is below the benchmark for writing in Y5 and for writing and maths in Y4.

## 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
SEMH – social and communication support through outdoor and adventure activities	BF Adventure

## 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?	Resources to support children from service families included staffing for 10 hours a week, materials to provide one-to-one support where necessary (including books, art materials, reading packs, scrapbooks)
What was the impact of that spending on service pupil premium eligible pupils?	Major deployment in April required a number of individuals to be supported in school, several quite intensely. Children were more settled in class after pastoral sessions.  Sessions offered individually and in small groups dependent on level of vulnerability and limited due to Covid. In some instances there was involvement with the whole family.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*