



# Pupil premium strategy statement

## 2021/22

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	132
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2021
Statement authorised by	Mrs Rosie Browne
Pupil premium lead	Mrs Jayne Scott
Governor / Trustee lead	Mrs Rachel Holland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17170
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£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	£19170



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### Statement of intent

All Pupil Premium spending is intended to impact on academic achievement of all eligible pupils, so they are able to close the attainment gap and achieve standards in line with their peers. Historically, Pupil Premium students have made equal progress to their peers but enhanced progress is necessary to enable them to catch up.

School has identified that academic support alone will not achieve these outcomes. Life experiences are vital to children raising their own aspirations, with this in mind, we spend a proportion of the funding offering students new opportunities and experiences that will instil a desire to learn that will enable them to achieve academically as well as raising their own self confidence.

The LAC funding is ring fenced and accounted for during PEP meetings for individual children. Their funding is not included below.

### Challenges

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

Challenge number	Detail of challenge
1	Significantly below national average % of PP pupils in school means funding is limited
2	The communication and language skills of the children at intake are below national average for the vast majority of pupils
3	Attendance of FSM pupils is below the whole school average
4	33% of FSM are also SEND
5	75% school stability – higher than average turn over of students, service families on 2 year deployments
6	Reading attainment has dropped in KS1 following lockdowns
7	Writing attainment has dipped across school following lockdowns



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### 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
Attainment at end of EYFS in line with national average for all children	At least 70% of pupils achieve GLD by the end of EYFS
Reading attainment improves to be in line with national average at KS1	75% of children achieve the expected standard in reading at the end of KS1
Writing attainment improves to be in line with national average at KS1	70% of children achieve the expected standard in writing at the end of KS1
Attendance of FSM children in line with rest of school	Attendance increases to 95% or better for the FSM group
Professional support in place for SEND pupils who require it	Children have access to professional assessment eg Educational Psychologist, Occupational Therapist
Broadened life experiences and raised aspirations of pupils	No children miss out any trips or experiences for financial reasons



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### 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: £ 11,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of a synthetic, systematic phonics framework (including time for staff training)	EEF +5 months  “The reading framework: teaching the foundations of literacy” states “High-quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children”	2,6,7
0.6 Learning Support Assistant hours Focussed in KS1 classrooms	EEF Toolkit +4 months, additional adult support in classrooms for 1:1 and small group work.  Oral language interventions – run by qualified LSA EEF +6 months  Heavy focus on reading support and comprehension skills through individual and group work. EEF +6 months	2,6,7  2  2,6

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

Budgeted cost: £ 6178

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, SCG, Drawing and Talking, Lego therapy, play therapy 0.2 of FT LSA	Social and emotional learning EEF Toolkit +4 months  Communication group – EEF +6 months	2,4



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Small group sessions for targeted intervention and support eg preteach 0.2 of FT LSA	EEF Toolkit +4 months	6,7
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### Wider strategies

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to breakfast and after school club, 5 sessions a week	Allow parents opportunity to attend work without paying for childcare. School evidence that this helped attendance in some SEND and FSM families	2, 3, 4
Subsidised trips	Sports participation and outdoor learning opportunities EEF toolkit +2 months Sutton Trust research in to creating cultural capital, 2015	2
Uniform support	Allows children access to correct school uniform	
Educational Welfare Officer	School evidence of early intervention improving attendance – see case files/chronologies  DfE research project 2016 showed pupils with no absence were 1.3 times more likely to achieve the expected standard or higher, and 3.1 times more likely to achieve greater depth than pupils that miss 10-15% of sessions.	3
Access to support professionals eg Ed Psych	Access to the correct professionals in a timely manner can ensure the correct support is in place as soon as possible.	4, 6, 7
Music tuition	Arts Participation EEF toolkit +3 months Sutton Trust research in to creating cultural capital, 2015	
Life Education Bus	Social and emotional learning EEF Toolkit +4 months Sutton Trust research in to creating cultural capital, 2015	

**Total budgeted cost: £ 19318**





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															Maths ON
B	Ever 6	√		√		√	√	√							Reading ON Writing ON Maths ON
C	Ever 6	√		√		√	√	√							Reading ON Writing OFF Maths OFF
D	Mil	√		√	√	√		√					LEFT 10.7.20	Reading ON Writing ON Maths ON	
E	Mil	√		√	√	√		√					LEFT 10.7.20	Reading ON Writing ON Maths ON	
F	PA	√		√		√		√							Reading ON Writing ON Maths OFF
G	Mil	√		√		√		√					LEFT 11.06.21	Reading ON Writing ON Maths ON	
H	Mil	√		√	√	√		√							Reading ON Writing ON Maths EXC
I	Ever 6	√	√	√	√	√	√	√	√	√			LEFT 12.04.21	Reading ON Writing ON Maths ON	



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J	Ever 6	√	√	√		√	√	√		√		√		LEFT 8.3.21	Reading ON Writing ON Maths ON
K	Ever 6	√		√		√		√		√		√		LEFT 7.6.21	Reading OFF Writing OFF Maths OFF
L	Mil	√		√		√		√						LEFT 10.7.20	Reading ON Writing ON Maths ON
M	Ever 6	√		√		√		√			√				Reading OFF Writing ON Maths OFF
N	Mil	√		√	√	√		√						LEFT 13.1.21	Reading OFF Writing ON Maths ON
O	Ever 6	√		√	√	√		√						LEFT 10.7.20	Reading EXC Writing EXC Maths EXC
P	Mil	√		√		√		√							Reading ON Writing ON Maths ON
Q	Mil	√		√		√		√						LEFT 10.7.20	Reading OFF Writing ON Maths OFF
R	Mil	√		√	√	√		√						LEFT 10.7.20	Reading ON Writing ON Maths EXC
S	Mil	√		√	√	√		√						LEFT	Reading EXC



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														10.7.20	Writing ON Maths ON
T	Mil	√	√	√	√	√		√							Reading ON Writing ON Maths ON
U	Mil	√	√	√		√		√			√				Reading ON Writing ON Maths ON
V	Ever 6	√		√	√	√		√				√			Reading ON Writing ON Maths EXC
W	LAC	√		√	√	√							√		Reading EXC Writing ON Maths EXC
X	LAC	√		√		√							√		Reading ON Writing ON Maths OFF
Y	LAC	√		√		√							√		Reading ON Writing ON Maths ON



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% of children off track, on track or exceeded target in reading writing and maths (Data does not include 3 LAC)

	READING	WRITING	MATHS
<b>OFF TRACK</b>	4 pupils 18%	2 pupils 9%	5 pupils 23%
<b>ON TRACK</b>	16 pupils 73%	19 pupils 86%	13 pupils 59%
<b>EXCEEDING TARGET</b>	2 pupils 9%	1 pupils 5%	4 pupils 18%

Total number of pupils = 22



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### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This was combined with the free school meal funding and detailed above.
What was the impact of that spending on service pupil premium eligible pupils?	See earlier grid.



# **Pupil premium strategy statement**

## **2021/22**