

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year and school led tutoring) 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	Stottesdon CofE Primary School and Nursery
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	11.34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	Nov 21
Date on which it will be reviewed	Nov 22
Statement authorised by	Katie Jones
Pupil premium lead	Katie Jones
Governor / Trustee lead	Sarah Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725 (PP) + 7035 (LAC) (note funding is for 5 PP but we have 8)
Recovery premium funding allocation this academic year + school led tutoring	£2000 + £810
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	£16,570

Part A: Pupil premium strategy plan

Statement of intent

For all disadvantaged pupils (these may include pupils wider than the criteria) to:

- Be ready for their next stage of learning (evidence would be meeting: ELG; phonic screening; fluently reading and comprehending age appropriate reading material; achieving learning objectives for their age across the curriculum)*
- To have positive self-esteem, resilience, health and the emotional well being to be happy and achieve.*
- For there to be no gap between our pupil premium children and non-pupil premium children (unless there are specific SEND reasons).*
- Where appropriate, for pupil premium children to achieve greater depth expectations for their age*

Our Pupil Premium Strategy aims to achieve the above over their primary education. Our current plan has specific provision to support the following:

- Emotional well being, self esteem and resilience (including over the shoulder champions; attendance at wider opportunities e.g. clubs, trips, music etc)*
- Writing development (including application of phonics; sentence structure; spelling; handwriting)*
- Fluent reading and comprehension (including phonic progression)*
- Maths development (including fluency of key facts and sound number knowledge)*
- Speech and vocabulary development*
- Fine and Gross Motor skills development to support writing*
- Supporting provision with staff cpd and resources where needed for the above.*

Challenges

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

Challenge number	Detail of challenge
1	Low attainment to EYFS that was then further challenged as a result of the pandemic
2	Low self esteem and resilience which can impact on attitude to learning and behaviour

3	Slower phonic and keyword development which subsequently impacts application to fluent reading and writing
4	Attachment difficulties or hampered emotional and social development
5	Narrower vocabulary knowledge and use
6.	Weaker fine and gross motor skills which impact achievement (especially writing control)
7.	Some lateness for some pupils
8.	Slower development of sound number knowledge and fluency of key facts

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>Accelerated progress in phonics</i>	All meet phonic standard or show significant progress towards the achievement of this
Accelerated progress in reading	Pupils achieve reading targets set or show significant progress towards these on provision maps
Accelerated progress in writing	Pupils achieve writing targets set or show significant progress towards these on provision maps
Accelerated progress in maths	Pupils achieve maths targets set or show significant progress towards these on provision maps
Emotional well-being, resilience and self esteem	Pupils self-esteem, resilience and emotional well-being is improved. Pupils have: <ul style="list-style-type: none"> • a positive attitude to learning. • strive to succeed • have ownership of their learning • are proud of their learning • access to wide ranging opportunities • strategies to manage their emotions
Pupils attend on time	Pupils' lateness decreases.

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: £ 7976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Neli programme for children's language and early literacy skills (£200 CPD backfill)	Evaluations show 3 month gain in children's language and early literacy skills	2, 5 and 3
<i>Mastering Number programme (£200 CPD backfill)</i>	Evaluations consider up to 5 month gain in children's fluency in number	2 and 8
<i>Word Aware (c.£200 CPD and resources)</i>	Recommended programme and possible impact of small group tuition + 4 months	2, 3 and 5
<i>Colourful semantics (c £200 CPD and resources)</i>	Recommended programme and possible impact of small group tuition + 4 months	2, 3
<i>Cool kids (c. £200 CPD and resources)</i>	Recommended programme and possible impact of small group tuition + 4 months	2, 6
<i>TA in Reception (proportionally £1376)</i>	Small group work impact and intent to catch pupils early and close gap early	1, 2, 3, 5, 6, 8
<i>TA support in Y1/2 (proportionally £3650)</i>	Small group work or support/over the shoulder champion	2, 3, 4, 5, 6, 8
<i>TA support in Y3/4 (£1950)</i>	Small group work or support/over the shoulder champion	2, 3, 4, 5, 6, 8

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

Budgeted cost: £ 6628.50

Activity (see evidence in school and provision maps)	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up school led tuition (up to 30 hours - £2160)</i>	Evidence shows 4 – 5 months	2, 3, 4, 5, 6, 8
<i>Writing interventions to target specific skills e.g. sentence structure, vocabulary, punctuation, handwriting etc (£468 + impact of TA support in literacy lessons above)</i>	Evidence of impact of small group, targeted support	2, 3
<i>Phonic interventions (e.g. small group; overlearning) (£831)</i>	Evidence of impact of small group, targeted support Reading framework	1, 2, 3
<i>Reading interventions e.g, individual, small group, comprehension, tricky word practise (£897+ c.£1000 to boost fully decodeable books and resources as necessary)</i>	Evidence of impact of small group, targeted support Reading framework	1, 2, 3, 5
<i>Maths fluency interventions (£1058)</i>	Evidence of impact of small group, targeted support	2, 8,
<i>Fine and gross motor interventions (97.50)</i>	Evidence of impact of small group, targeted support	2, 6
<i>Vocabulary interventions (£117)</i>	Evidence of impact of small group, targeted support Reading framework	2, 5

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

Budgeted cost: £2169

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO and internal support and challenge on lateness	Impact previously has been very positive	7
<i>Support to attend wider activities e.g. sport, clubs, access to music activities, trips, HAF (£1500)</i>	EEF indicates impact of +3 months	2
<i>No Worries programme or similar (£112)</i>	Recommended program	2
<i>Social and emotional support to help children with emotions (£557 + staffing above)</i>	EEF indicates impact of +4 months	2

Total budgeted cost: £ 16,773.50

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

All Pupil Premium pupils were offered keyworker/vulnerable provision. 6/8 took this up. 2/8 choose home learning as this was working for them.

Internal tracking and provision led to (highlighting indicates whether this met our initial targets):

Reading: 5/8 working at ARE, 2/8 achieved greater depth. 3/8 made accelerated progress. 4/8 made expected progress (1 pupil off target).

Writing: 4/8 working at ARE, 1/8 achieved greater depth. 6/8 made expected progress. 3/8 made accelerated progress.

Maths: 4/8 working at ARE, 0/8 achieved greater depth (coverage at depth was challenging in the pandemic). 8/8 made expected progress. 3/8 made accelerated progress.

Phonics: 2 pupils did make significant phonic progress (especially in reading) but more support is needed in order to close the gap

Self esteem and emotional needs became a much bigger target than anticipated and more work went into this area. Good impact was had on all with 6/8 needing significant support. The impact of wider opportunities in the summer term was very noticeable. For example outdoor adventure days, swimming classes, funded clubs, Holiday Activities Fund supported children's confidence and self esteem.

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
None apart from those already listed under teaching. We explored catch up tuition but struggled with local models and IT access would not have suited many after saturation with home learning.	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

