



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	2022-2023 143 children
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>September 2022-July 2025</b> )	2021-2022 20 children 2022-2023 24 children
Date this statement was published	December 2022 (new Headteacher in post in September 2022)
Date on which it will be reviewed	July 2023
Statement authorised by	Jenn Magdeburg
Pupil premium lead	Ellie May Hulme
Governor / Trustee lead	Jenny Steeden

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,240
Recovery premium funding allocation this academic year	£3,480
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that the Pupil Premium Funding we receive will enable the children who are eligible for this funding to have full access to the wider curriculum. One of the ways that the funding will be used to improve access to extra curricular clubs, to enable full engagement with the wider curriculum and to provide highly personalised provision for our pupils. We fully believe that there is no “one size fits all” and as such we will be working with families on an individual basis to ensure that we understand the way the funding we receive best supports their child.

Our approach to utilising the funding incorporates the key aims of the Pupil Premium Funding and all spending is linked to one of the key priorities:

- Support high-quality teaching, such as staff professional development
- Provide targeted academic support, such as tutoring
- Tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing.

This academic year, a member of staff has taken on responsibility for Pupil Premium, alongside the new Headteacher and this has raised the profile and importance of the allocation of the funding being tightly focused to raise attainment and curriculum access for eligible pupils.

## Challenges

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

Challenge number	Detail of challenge
1	A high percentage of our pupils eligible for Pupil Premium Funding also have Special Educational Needs. As a small rural school with a 0.2 SENCO, the children with SEN who are also eligible for Pupil Premium Funding are very vulnerable to underachievement and these children need additional support through staff training and support from the wider staff team.
2	We wish to provide a broad and balanced curriculum to include a wide range of extracurricular clubs. Currently all of our after school sports clubs require payment and so this is a barrier/challenge for our families eligible for Pupil Premium Funding.
3	Through pupil conversations and parental conversations, it is apparent that for some of our children eligible for Pupil Premium Funding, there is a lack of resources to support with home learning including reading at home. We have also identified that there is a lack of time within some families to support with home learning and reading due to larger families or there being one parent in the home.

4	Attendance remains a barrier/concern for many of our families eligible for Pupil Premium Funding. This includes a significant number of cheaper, more affordable term time holidays.
5	Many of our children who are eligible for Pupil Premium Funding have unmet emotional and mental health needs and would benefit from counselling. Whilst there are NHS services that could be accessed, waiting lists are long, thresholds are high and the process for self referral is complex.
6	Many of our children who are eligible for Pupil Premium Funding have unmet Speech, Language and Communication Needs and would benefit from therapy and intervention. Whilst there are NHS services that could be accessed, thresholds are high, waiting lists are long and the process for self referral is complex.
7	We endeavour to enhance our curriculum through educational visits and visitors, however there is a cost implication for families. Some of our children who are eligible for Pupil Premium Funding do not access these experiences. In addition the school is unable to run as many activities as they would like to do to shortfall in donations and the restrictions of school budgets.
8	We endeavour to enhance our curriculum through “dress up” days, “theme” days and “non uniform” days, however there is a cost implication for families in purchasing items required. Some of our children who are eligible for Pupil Premium Funding do not access these experiences, which impacts on attendance and self esteem.
9	We recognise that our children eligible for Pupil Premium Funding are generally White British, which is mirrored across our school. We wish to promote a diverse, anti racist environment for all children and feel that some of our children eligible for Pupil Premium Funding do not have diverse role models.

## 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
The school will have a better understanding of the needs of children eligible for Pupil Premium Funding including those with SEND.	Each child eligible for Pupil Premium Funding will have an individual profile, updated annually. Parental voice will have contributed to the development of the Pupil Premium Profile and this will be linked to their SEN profile, if appropriate.
Children eligible for Pupil Premium Funding will have equal access to extra curricular activities such as sporting clubs.	Tracking of extra curricular clubs will show that children eligible for Pupil Premium Funding are accessing a range of these. The group will be well presented across a range of clubs.
Children who are eligible for Pupil Premium Funding will have the support to complete home learning and read regularly.	Home Learning records will show that children who are eligible for Pupil Premium Funding are completing their learning. Home Learning clubs in school are being

	accessed by children who are eligible for Pupil Premium Funding.
Attendance for children who are eligible for Pupil Premium Funding will improve.	There will be a reduction in persistent absenteeism amongst the children who are eligible for Pupil Premium Funding. In addition, parents will discuss term time holidays in advance to ensure that the impact of these are minimised. The school will be working in partnership with parents rather than taking a punitive approach.
Children with unmet needs (both SEMH and SCAL) will receive appropriate targeted support from trained professionals.	Children who are eligible for Pupil Premium Funding with unmet needs in these areas will be receiving support from a counsellor or Speech Therapist, according to need.
Children who are eligible for Pupil Premium Funding will be accessing the full curriculum including educational visits, visitors and curriculum enhancement opportunities.	Tracking will show that children who are eligible for Pupil Premium Funding are attending visits and that they are able to participate fully in all aspects of the curriculum.

## 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: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A range of staff training including purchase of and training in standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and that appropriate actions are taken.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1

Release time for PP Lead and SENCO for leadership and monitoring of PP funding and impact.	A leadership environment and school climate that is conducive to good implementation is essential to set the stage for implementation through school policies, routines and practices led by a wider team (SENCO, PP Lead and HT)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant support in Early Years Foundation Stage class.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3
1 hour of TA time per class per week for homework and social support	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,3
Home Learning Packs for children to support learning at home	Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	3

Intervention TA to provide support across all KS2 classes	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Participation in Great Expectations project (whole staff training on anti-racist approaches and promoting diversity) with the aim of developing</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. HFL Education is an anti-racist organisation which is helping schools to grow in this regard.</p> <p><a href="https://thegrid.org.uk/wellbeing/equality-and-diversity/race-equity-and-anti-racism/race-equity-and-anti-racism-introduction">https://thegrid.org.uk/wellbeing/equality-and-diversity/race-equity-and-anti-racism/race-equity-and-anti-racism-introduction</a></p>	9

our school ethos.		
Funding to ensure children eligible for PP funding have equal access to extra curricular activities such as sporting clubs.	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	2
Funding to ensure children eligible for PP funding have equal access to theme days, dress up days etc.		2
Funding to ensure children eligible for PP funding have equal access to educational visits and visitors.	Schools should remove non academic barriers to participation. Positive learning behaviours that enable pupils to access the wider curriculum benefit all pupils.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312">https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</a>	7
Pupils to have access available to a trained counsellor to support mental health and wellbeing.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.  <u><a href="#">Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools</a></u>	6
Pupils to have access available to Speech and Language Therapist to support SCAL needs.	Evidence that the effectiveness of collaborative and team-working approaches in supporting pupils' progress (towards varying outcomes); and of the benefits of ensuring work with external professionals was coordinated efficiently.  Hillier et al., 2010, <u><a href="#">Special Educational Needs in Mainstream Schools: Evidence Review</a></u>	6

Personalised ringfenced “pot” for each child linked to need.	Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957</a>	2,3,7,8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 36270**



## Further information

	Cost		Total
Clubs	50	25	1250
Trips	50	25	1250
Swimming	100	10	1000
Personalised Pot	50	25	1250
Home Learning Support Packs	100	25	2500
Speech and Language	6600	1	6600
Counselling	630	14	8820
Additional TA in Reception (each afternoon)	7577	0.5	3788.5
1 hour of TA time per class per week for homework and social support	1100	1.5	1650
Intervention TA in Year 3-6	6523	0.5	3261.5
Release time for PP lead	200	6	1200
Great Representations Project	1700	1	1700
Staff Training	2000	1	2000