# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Pewithall School |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 52 Pupils 24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021- 2023 |
| Date this statement was published | July 2022 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Mr Baugh |
| Pupil premium lead | Mr Baugh |
| Governor / Trustee lead | Mr Hutchinson |

**Funding overview- (40) 53,800 (10) 23,450 (4) 1240**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 52, 455 |
| Recovery premium funding allocation this academic year | £ 6815 |
| 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 | £ 59, 270 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| “Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing. Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life.” EEF Covid 19 Support Guide for Schools 2020.  The Pewithall Primary School Recovery Curriculum supports all children, particularly Pupil Premium children, to achieve and overcome barriers to learning as a direct result of Covid 19 and is built upon the following principles;  1. Identification of the barriers to learning that children are facing.  2. Identification of the learning priorities for our children by teachers and leaders.  3. Ensuring children settle back into our school routines and expectations.  4. Supporting all children’s mental health and wellbeing in their transition into full time education ensuring the needs of particular individuals are met.  5. Safeguarding remains a whole school priority.  When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.  Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.  There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.  **Intention:**  • We ensure that teaching and learning opportunities meet the needs of all the pupils.  • We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed  • In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged  • We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.  • Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.  **Aims**  To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.  For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.  **How will we achieve these aims:**   * Increasing the number of adults in the classrooms improving opportunities for effective teaching and accelerating progress. * To allocate a ‘Catch Up’ Teacher to each Year Group - providing small group work with an experienced teacher/TA focussed on overcoming gaps in learning * 1-1 support in some cases but mostly in small groups. * Additional teaching and learning opportunities. * All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. * Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations. * Transition from primary to secondary and transition internally and into EYFS. * Additional learning support. * Ensure children have first-hand experiences by arranging school trips and residential to support their learning. * Support the funding of specialist learning software. * To extend PE provision by incorporating Physical Active Learning Principles provision. * To allow the children to learn a musical instrument. * Behaviour and nurture support during school by providing activities to engage and thus enhance learning. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Weak Language and Communications skills due to limited language development and vocabulary. |
| 2 | Low attainment on entry to the EYFS and lack of nursery provision due to COVID.  Limited language exposition among children with lower starting points.  Poor grammar knowledge and independent application following into writing.  Limited development of vocabulary and understanding of words in context leading to low reading comprehension ability.  The percentage of FSM pupils in Y2 who did not achieve EXP in EYFS. |
| 3 | Lack of Cultural Capital- Pupils have limited life experiences.  Pupil or family with limited cultural capital.  Families struggling financially and personally as a result of changes in employment and impacting negatively on family circumstances.  Increasing number of children have greater access to online platforms and their online safety and wellbeing is at increased risk. |
| 4 | Negative impact of lost schooling due to COVID-19 pandemic:  • Relationships:   * children whose family have suffered bereavement * attachment issues following extended period of absence * SEMH, new adverse childhood experiences * personal friendships and anxiety * school anxiety – new classes   • Curriculum:   * a widening of disadvantage * progress data gaps * blended approaches – no ‘lost’ learning; ‘recover’, ‘restore’ and ‘repair’ * metacognition – quality feedback * Uncertainty about a changed way of working: * Safety – COVID-19 anxiety   • Delivery of FSM and learning to pupils self-isolating. |
| 5 | Chaotic Family Lives and Social Services Involvement. |

## 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.

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| Intended outcome | Success criteria |
| To continue to close the learning gap caused by COVID-19 to ensure all Pupil Premium children are on target by July 2022 to reach their progress measure from their starting point, to include the use of the national catch-up grant. | Operating a successful blended learning platform for use during COVID-19 that all Pupil Premium pupils engage with.  Attendance of Pupil Premium pupils is in line with non-disadvantaged pupils.  Progress in end of KS2 tests and Teacher Assessment (all year groups).  Teachers match work closely to pupils’ needs, highly focused with intensive feedback dealing with misconceptions. (Learning Walks) Visible Learning is evident in lessons – using strategies small group targeted work with class TAs or teacher depending on need.  Pupils have individual targets for improvement over the academic year. These targets being social, English and mathematics in nature. |
| To improve the language exposition, understanding of vocabulary leading, independent application of Grammar, punctuation and spelling skills so an increased number of Pupil Premium children attain ARE and GDS by the time they leave school. | The difference between disadvantaged pupils and non -disadvantaged nationally in spelling by the end of Key Stage 2 is narrowed.  Detailed language exposition threaded through English teaching sequences so pupils build a rich repertoire of language and sentence constructions using the Pathways to Write Scheme. High quality books are used to develop pupil understanding too.  The gaps in knowledge, understanding and skills reduced.  The pupil: adult ratio is reduced which increases attention for groups / individuals.  Work matched more closely to the needs of the individual is targeted more effectively.  Targeted Pupil Premium pupils demonstrate a high level of engagement with their learning.  Summative assessment scores (NC and Standardised tests) indicate that children make rapid progress. |
| Implementation of a Whole School Emotional Well Being Strategy to support all children in the development of mindful coping strategies and build positive relationships to support their personal and emotional growth. | Continue to support children in building self-regulation and coping strategies to deal with situations and events that may overwhelm them at times.  A focus on relationships as the key to understanding the self.  A shift in the conversations between adult : child using a whole school language.  A fully informed, bespoke approach to improving readiness to learning – full knowledge of each child (parents / teacher / child triangulation).  Pupils feel valued as individuals and are encouraged in their learning, growth and social development in a healthy and safe environment.  Accessible and sympathetic contact for all pupils, issues are addressed and are not barriers to learning. |

## 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: £40,455

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Each class has a designated TA/ Teacher who works with the pupils who are in receipt of the pupil premium funding to help ensure the outcomes for those pupils. 2. Designated time for teaching staff to attend half termly Pupil Premium Meetings to monitor progress and attainment and identify priorities. 3. ELSA to develop further the Growth Mind-set approaches. 4. Online subscriptions to digital education services: Sumdog/ TT Rockstars/ School Jam. 5. Small group support for each cohort by the class teaching assistant. Directed support for pupil premium children. | 1. EEF one-to-one tuition research 2. EEF mastery learning research 3. EEF small group tuition research Sutton Trust What Makes Teaching Great 4. EEF feedback research 5. Sutton Trust Educating the Highly Able research 6. Additional support targeted at specific pupils who are making slower progress in learning, particularly in writing. 7. Visible Learning: Meta cognition, questioning and thinking skills. Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential. Hattie / EEF / Claxton 8. CPD for teachers enables the school to adopt a mastery approach to writing, enabling more pupils to also attain GDS and accelerate progress. | 3 & 5   1. 5   5  1 & 2  4 |

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

Budgeted cost: £ *13, 859*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured interventions from the schools teaching assistants in mathematics, reading and writing. | EEF one-to-one tuition research.  EEF mastery learning research  EEF small group tuition research xiii) Sutton Trust What Makes Teaching Great 1 2 4 | 1 |
| SEMH interventions from SEN TA and TAs. | Carol Dweck Growth Mindset- Developing behaviours and attitudes for learning.  Guy Glaxton- Powering Up Pupils. | 1 |
| ELSA Support for pupils. | Joseph Rowntree Foundation Physical and Mental Health research.  Joseph Rowntree Foundation Poverty and Children’s Personal & Social Relationships research. | 1 |
| Developing stronger cultural capital through curriculum Development and design. | Jonathan Lear- Developing a curriculum which is real and meaningful for pupils and has an authentic outcome for the pupils. Through the curriculum the pupils will be provided with a vehicle for them to create an authentic outcome for their learning. | 3 |

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

Budgeted cost: £ *1302*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Developing 5 ways to wellbeing with the Local Authority and the school council. | CLOSING GAPS EARLY  The role of early years policy in promoting social mobility in England  Kitty Stewart and Jane Waldfogel  – September 2017.  Helping to build resilience and wellbeing and therefore social mobility. | 4 |
| Target attendance of disadvantaged pupils at extra-curricular activity. ii) Provide additional ELSA / SEAL support for disadvantaged pupils.  Develop a support programme for all disadvantaged pupils to develop leadership skills when working with others. | Sutton Trust Closing Gaps Early research  Sutton Trust Extra-curricular Inequality research  Joseph Rowntree Foundation  Physical and Mental Health research Joseph Rowntree Foundation Poverty and Children’s Personal & Social Relationships research | 1, 4 |

**Total budgeted cost:** Total is £57,931.90

*Break Down:*

ELSA is £12,799 for 3 days and £60 for ELSA Supervision - £12,859

ELSA Resources - £1000

Digital Content: Sumdog- £792 TT Rockstars - £94.90 School Jam - £102.00

Designated Teacher - £2315.00

Music for Life – £1302.00

Teacher/ TA support per class. £39,467

Total is £57,931.90

# 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.

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| Planned Outcome:  All children have better control of standard spoken English.  Children become better at asking appropriate questions and at the right times.  To be measured by national standardised testing, teacher assessment and observations. |
| Outcome for pupils:  The standard of spoken English including pupils using the wrong tense has improved considerably over the academic year. Our school colleagues have modelled pronunciation and the spoken word and therefore pupils have improved over time.  The level of questioning from pupils has really improved with the vast majority of pupils being able to consider and ask questions to develop and move their learning on. This has been the result of pupils being taught to pose questions to improve their understanding through quality first teaching.  Teacher assessment from the previous academic years have shown that pupils have made good progress which is at least in line with non-disadvantaged pupils. |
| Outcomes for Pupils.  All pupils make minimum ‘expected’ progress in reading, writing and mathematics.  All PP pupils achieve progress outcomes comparable to non-PP pupils both locally and nationally (At end of KS).  To be measured by national standardised testing and our own internal progress tracking.  This was not measurable as there was no national data to compare out pupils with. |
| Outcome:  All pupils to be supported and championed by the class teaching assistant. Giving the pupils the opportunity to work with a designated adult who is trained to develop academic and social skills alike. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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