

# Churchstanton Primary School

## Pupil Premium and Recovery 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 until 2024. It also reviews the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	<b>Churchstanton Primary School</b>
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 to 2024
Date this statement was published	July 2021, updated Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Claire Halstead
Pupil premium lead	Claire Halstead
Governor / Trustee lead	Jon Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	17,105
Recovery premium funding allocation this academic year	<b>£2,000 floor</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,303
<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	<b>£29,408</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- *To ensure that our 'disadvantaged children' do not feel disadvantaged.*
- *To ensure that we provide excellent learning experiences and support our children to make good progress so that they have the potential to meet ARE (age related expectations) in all areas.*
- *To ensure that attendance is in line with non-PP pupils and meets or exceeds Somerset and National averages of 65%*
- *To assess any gaps in learning from the pandemic, and put in place strategies to support all children.*
- *To support our families so that they can best support their children – academically, socially and also looking after their wellbeing.*
- *We intend to do the above, following our school values and aiming to build **respectful, responsible, resilient, risk-takers.***

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning and lower entry level from poor or non-engagement during remote learning and non-attendance when offered, through the pandemic.
2	Special educational needs and low ability of many of our PP pupils.
3	Attainment at the end of KS1 for pupils is below the national average in Writing for pupils who are eligible for the pupil premium.
4	Attainment at the end of KS2 for pupils is below the national average in Writing for pupils who are eligible for the pupil premium.
5	Lack of engagement and support from home, for example; books not read, shared or used at home, or lack of support with home learning.
6	Wellbeing issues as a result of prolonged absence, leading to low Self-Confidence and Self-Esteem.
7	Family's personal and financial difficulties – CLA pupils, vulnerable families and children.

## 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.

Challenge number	Intended outcome	Success Criteria
1	Children's gaps are identified and targeted support is provided to support and bridge these gaps in skills and knowledge.	Children achieving. Gaps, assessed as 'closing'.
2	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.	PP progress data in line with national.
3 & 4	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.	PP Progress and attainment data in line with non-PP and national data.
5	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning.	PP parents engaged, tell us they feel enabled and children being supported.
6	Children are positive and happy about coming to school, the learning they're doing and their confidence and self-esteem improve.	Children report that they are happier. ELSA sessions feedback.
7	Families are supported through Early Help strategies and other appropriate professionals.	Successful TAF feedback and families report being supported and meeting goals – PFSA & ELSA.

## 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: £8,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that relevant staff are trained to deliver NELI and that a dedicated space is made available and resourced for KS1 language interventions.	NELI (+4 months – EEF Toolkit)	1, 3
Develop strong affiliation to an accredited Phonics scheme and work with the English Hub to strengthen Phonics provision across the school.	English Hub St Peter's Bristol	1, 3

<p>Continue to develop the following teaching strategies in all classes within school based on Rosenshine Principles and EEF Research:</p> <ul style="list-style-type: none"> <li>• Feedback - to ensure that the feedback provided to all pupils is instant and effective.</li> <li>• Pre teaching – to continue</li> <li>• Retrieval – to continue</li> </ul>	Feedback (+6 months – EEF Toolkit)	1, 2, 3, 4
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> <li>• Specialist Sport coaches and Music teachers to develop pupils’ skills in sport, art, music and dance.</li> <li>• Ensure pupil receive high quality Arts experiences</li> <li>• Subsidising of trips including visits to theatre, galleries and funding residential for PP</li> <li>• Extension of Music tuition to ensure the full NC for music is taught to all pupils. (Additional time releases class teachers to pre-teach or “trouble shoot” with individuals on a weekly basis.)</li> </ul>	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	1, 2, 6, 7

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

Budgeted cost: £4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment by ensuring that all pupils receive challenging and engaging Quality First Teaching (QFT) to meet their needs.	DFE report: supporting the attainment of disadvantaged pupils: <a href="#">Articulating success and good practice. Nov 2015</a> identifies QFT as the key to ensuring PP pupils make progress.	1, 2, 3, 4
PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.	One to one tuition +5 months (EEF Toolkit) Small group tuition +4 months (EEF Toolkit)	3, 4
Phonics teaching in EYFS/Y1 in smaller groups Embed use of NELI to support spoken word & vocabulary development and spelling issues for all disadvantaged pupils falling behind age related expectations.	Phonics (+4 months)  Early Years interventions (+5 months – EEF Toolkit)	3, 4

Continue to teach reading comprehension strategies to all pupils in guided reading, daily tasks, through foundation subjects and in small groups where necessary. "Lowest 20%" and Disadvantaged SEND children to be identified and read with 3 times per week by outside readers.	Reading comprehension strategies (+6 months)	3, 4, 5, 7
Vocabulary sessions and also Talk Boost intervention is in place to support our connected curriculum.	Metacognition. (+7 months – EEF Toolkit)	3, 4, 6
Establish individual and small group maths interventions for disadvantaged pupils falling behind age-related expectations.	Small group tuition +4 months (EEF Toolkit)	1, 3, 4
Additional catch up sessions after school for targeted pupils – staff trained when tutoring programme is launched in November.	Small group tuition +4 months (EEF Toolkit)	1, 3, 4, 6
Whole school maths intervention to address gaps in all year groups through the use of: <ul style="list-style-type: none"> <li>Teaching to the top strategies</li> <li>Daily 10/Maths warm ups</li> <li>Additional adult support in KS1 &amp; Y3/4</li> <li>Additional catch up sessions with TA</li> </ul>	One to one tuition (+5 months) Mastery Learning (+5 months) Small group tuition (+4 months) Feedback (+8 months)	1, 3, 4

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

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with specific attendance, behavioural and wellbeing needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given: <ul style="list-style-type: none"> <li>Forest School / Mindfulness sessions</li> <li>Breakfast/ETC club provision</li> <li>ELSA – 1:1 Pastoral support around emotions and behaviour</li> <li>Play therapy sessions</li> <li>Sports Provision</li> <li>Music tuition</li> <li>Behaviour reward</li> <li>Lunchtime support</li> </ul>	Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit Sports Participation +2 months (EEF Toolkit)	5, 6, 7

<p>Improve Attendance and ensure whole school attendance remains above 96%</p> <p>Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> <li>• Attendance to be on the agenda at Parents' Evenings for all</li> <li>• First day calls</li> <li>• Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</li> <li>• Termly attendance rewards</li> <li>• Weekly Golden Gnome award for best class attendance</li> </ul>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils who missed 10-15 per cent of all sessions.</p>	5, 6, 7
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> <li>• PP pupils encouraged to take part in extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding.</li> <li>• Ensure all PP pupils are able to engage and take part in residential and trips.</li> </ul>	<p>The Sutton Trust recommends that schools' pupil premium money could be used to offer experiences to those who need them most. <i>Creating Cultural Capital (2015)</i></p>	5, 6, 7
<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> <li>• 1:1 family meetings / workshops</li> <li>• Class sharing of learning through Google Classroom and Sharing Assemblies</li> <li>• Starting the parents' Sharing Assembly after half term (COVID permitting)</li> </ul>	<p>Parental engagement +2 months (EEF Toolkit)</p>	6, 5, 7

**Total budgeted cost: £23,600**

Carry forward of £5808

## 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.

Measure	Score
Reading	TA – 9 EXS out of 10 - 90%
Writing	TA - 6 EXS out of 10 - 60%
Maths	TA - 9 EXS out of 10 - 90 %
RWM	TA - 60%

Measure	Score RWM	Score Reading	Score Writing	Score Maths
Meeting expected standard at KS2 (Only 2 pupils)	TA - 0%	50%	50%	50%
Achieving high standard at KS2 (only 2 pupils)	TA - 0%	0%	0%	0%

Activity	Impact and Evidence
Ensure that all staff are trained to deliver school phonics effectively and ensure that a connective curriculum is in place with vocabulary introduced. 1-1 sessions for catch up	Letters and Sounds Phonics programme is in place but is not yet accredited. Phonics CPD will now need to be repeated in the light of the DfE requiring schools to use accredited schemes Vocabulary material has started to be developed but we'll need to do this further in PDMs or on Inset days and further CPD.
Ensure staff are available and have resources for 3 sessions 1-1 going over the 'White Rose Revision Unit' and 'Precision Teaching' of Key Skills as additional. Also ensure staff are planning for pre teaching weekly objectives.	Interventions were only possible after Lockdown as the target children (PP children not at ARE) did not attend. There is still a gap between this cohort and their peers, which will need addressing in September.
Ensuring staff use evidence-based whole-class teaching interventions The potential lower entry level in September due to Coronavirus.	Interventions only possible after Lockdown as the target children (PP children not at ARE) did not attend.

<p>Target wellbeing issues as a result of prolonged absence</p>	<p>There is still a gap between this cohort and their peers, which will need addressing in September.</p> <p>The planned transition activities worked well for supporting the children back into school and some will be used again in September.</p>
<p>Staff to use Letters and Sounds phonics with training from Anne Harvey for all TAs &amp; relevant staff. Embed use of NELI to support phonics and spelling issues for all disadvantaged pupils falling behind age related expectations. Reading to be prioritised. Use language/vocab activities at start of all lessons as developed by subject lead.</p>	<p>Letters and Sounds based phonics was well embedded. Access to computers an issue at home for some. Also younger children less likely to use it so this needs to be addressed in September with a computer buddy to support.</p> <p>Language to be built upon in September and a dedicated room and specialist for an afternoon intervention for targeted children.</p>
<p>Establish individual and small group maths interventions for disadvantaged pupils falling behind age-related expectations.</p>	<p>This worked well after Lockdown when the PP children with SEN were in. It does need to be prioritised in September and up to date training will be given to staff. NTP funding will be used for this.</p>
<p>Encouraging wider reading and allowing for targeted evidence based interventions to provide catch-up in mathematics and writing.</p>	<p>Peer reading was not set up due to two separate bubbles in KS2 and KS1. It is hoped that peer reading could be set up for September. Outside readers will target PP children next year. Precision teaching, TT Rock Stars and White Rose materials did have an impact. However, we will explore further interventions. Talk Boost, NELLI and a new accredited phonics scheme were positive catch up interventions. Using the class teacher for interventions was very successful.</p>
<p>Providing ELSA sessions and Forest School / Mindfulness sessions</p>	<p>Providing bespoke 1-1 sessions (both as needed and timetabled) worked really well for targeted children. We will look at a whole half day of timetabled ELSA &amp; Super Learning style activities from September.</p>