

Pupil premium strategy statement 2021/2022

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
School name	Staining CE VC Primary School
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	46 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2021-Sept 2022 (3 year outline below)
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022 April 2022 September 2022
Statement authorised by	Jennifer Shoulders
Pupil premium lead	Jennifer Shoulders
Governor lead	Heidi Atherton

Funding overview

Detail	Term 1 April 2021 – Aug 2021	Term 2 Sept 2021 – Dec 2021	Term 3 Jan 2022 – Mar 2022	Term 4 April 2022 – Aug 2022
Pupil premium funding allocation this academic year	£61,280 / 3 = £20,426 per term			Anticipated £61,280 / 3 = £20,426
Recovery premium funding allocation this academic year	Detailed in separate strategy £7,500 catch up funding for all pupils	Sept 21 = £1378	Dec 21 = £1378	Apr 22 = £1378 Jun 22 = £1378
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0			
School led tutoring (PP +SEND)	See above	Sept £1358	Dec £1358	Apr 22 = £1941
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	£27,926	£23,162	£23,162	£25,123
Total		£71,447		
Allocated Spend		£71,483		

Part A: Pupil premium strategy plan

Statement of intent

At Staining CE VC Primary school, our vision is for our pupils to:

Learn to Wonder, Grow in wisdom and Shine like Stars

This vision is lived out through our school values:

Work Hard, Aim High, Be Kind, Show Respect and Teamwork

This vision and our values are aspirational and apply to all our school community. We aim for all our pupils to reach their potential by being supported through excellent teaching to achieve their best. This is carried out in a happy, supportive and stimulating school environment.

We recognise that all pupils may require additional support and intervention during their school career and aim to meet those needs head on. Every child, including those in receipt of the pupil premium, is valued, respected and entitled to develop to their full potential. With this in mind, we have looked at the specific challenges facing our pupils at the current time, especially our disadvantaged pupils. These are set out below:

Challenges

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

Challenge number	Detail of challenge
1 Recovery	<i>April 2021 – August 2021: Continuation of recovery curriculum and interventions needed in immediate aftermath of Jan 2021 lockdown.</i>
2 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees
3 Outcomes	There is a small, key group of pupils in receipt of PP funding that are not making expected progress despite interventions
4 SEND	Some pupils who qualify for PP funding have specific SEND needs and increasing number of pupils needing SALT interventions.
5 Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to be able to make progress, their readiness to learn and their behaviour for learning. Family support also needs to be considered as challenges that affect their family can impact upon the pupil themselves.

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.

3 Year Overview (April 2021* – Sept 2024)

*Please note this plan includes the term April 2021 – Sept 2021

due to a change from financial year planning to academic year planning)



Intended outcome	Success criteria
PP Pupils consistently achieve at least in line with their peers both within school and nationally.	<p>The gap between disadvantaged and non-disadvantaged pupils has been reduced.</p> <p>School data consistently shows diminishing differences between PP pupils and their peers.</p> <p>All pupils achieve at least in line with national averages for all measures</p>
Pupils are supported to receive specific interventions and/ or support to match their emerging needs. This includes Social and Emotional needs	<p>Interventions are well planned and delivered by skilled staff.</p> <p>Data shows that children make good progress as a result of the intervention</p>
To continue to ensure that attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	<p>To close the gap between whole school attendance and pupils in receipt of PP funding (currently 12.8%)</p> <p>Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees</p> <p><u>Currently (Autumn 2021)</u></p> <p>Pupil Premium: 21.7%</p> <p>Non- Pupil Premium: 8.9%</p>
All families in school know that there is support available to them to support their child and their family.	<p>The families of disadvantaged pupils are well supported to feel welcome in school. Where need is identified, it has been quickly acted upon and support for the family via Early help, social care, CAMHs etc has been actioned.</p> <p>Family learning mentor is well known to all pupils and families and is first point of contact for families coming in to school.</p>
Pupils in receipt of PP funding have full access to curriculum, extra-curricular activities (where appropriate) resources, uniform, residential visits and trips	PP Pupils are fully immersed in school life and funding is used to support families where finances may have had an impact on the child's opportunities.
Governors show a thorough understanding of the barriers facing PP pupils and how school is addressing these	Governors are able to confidently discuss and contribute ideas to how the above approaches are impacting upon the attainment, progress and wellbeing of PP pupils and their families

Intended outcome	Success criteria and Focus for this academic year
Targeted academic support	
Pupils are supported to receive specific interventions and/ or support to match their emerging needs	<p>April – Sept 2021</p> <p>DHT was released from class to support catch up across school. FLM role was re-focused on family support and wellbeing during periods of closure</p> <p>Interventions are well planned and delivered by skilled staff.</p> <p>Data shows that children make good progress as a result of the intervention</p> <p>Early identification of SEND</p>

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: £ 8,650

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” (EEF 2019)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Finance
<p><i>Develop quality first teaching focused on feedback, collaborative learning and metacognition/ self-regulation through effective</i></p> <ul style="list-style-type: none"> Staff training Learning walk throughs Pupil discussions 	<p><i>Feedback</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p><i>Collaborative learning approaches</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p><i>Metacognition and self-regulation</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1</p> <p>3</p> <p>4</p>	<p>£6000</p> <p>£150 TTRS</p>
School is taking part in the NCETM mastery 4 year programme (2021-22 is year 2)	<p>Mastery https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2	£2000
<p>Guided Reading</p> <p><i>To develop the delivery of guided reading across school to ensure it is focused, specific to pupils need and aimed at closing gaps in reading comprehension</i></p>	<p>Guided Reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2	
Development of Homework	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-	2	£500 SBM

<ul style="list-style-type: none"> Homework is well planned in advance to support parents and pupils in understanding curriculum progression. There are ample opportunities (including online) for pupils to rehearse and develop their skills. Homework is closely linked to the curriculum delivered in class. Homework club in school for pupils who cannot complete this at home. 	toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework	4	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,936

Activity	Evidence that supports this approach	Challenge number (s) addressed	
<p><i>Specific additional support for key year groups (Year R, Year 6) to aid transition into school and high school readiness.</i></p> <p><i>This is especially important at the moment due to gaps resulting from COVID disruptions.</i></p> <p>Set GLD targets with a focus on outcomes for PP pupils. Put in place interventions early in the Autumn term. Increase staffing in Reception upon entry (2 weeks) and then mornings. Focus on staffing in upper KS2, expanding role of HLTA into team in mornings. Targeted work with Year 6 in autumn and spring and Year 5 in summer. Focus on 1-1 and small group intervention throughout year including targeting more able learners.</p>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 3 4	<p>£542 Rec 2 weeks</p> <p>£6006 Rec 39 weeks – am</p> <p>£8000 HLTA Y6</p>
<p><i>1:1 reading focused on catch up for pupils not reading at home or at risk of falling behind</i></p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3	
<p><i>KS1 Interventions</i></p> <p><i>TA used to deliver interventions across Reception, Year 1 and Year 2</i></p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3 4	<p>£4004 TA2 x 10 hours per week</p>

	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)		
<i>SATs companion. 1:1 support resources for pupils in Year 6 to support independent accessing of previously learned material</i>		3 4	£403.20
<i>REN learning</i> <i>Reading scheme based upon monitoring pupil's comprehension.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3 4	£1981.44
<i>NELI Programme</i> <i>Early language intervention programme</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3 4	£1000 TA cover SLT time
<i>Handwriting</i> <i>Specific targeted handwriting intervention for identified pupils</i>	https://www.kaligo-apps.com/school/ DfE approved handwriting scheme - Kaligo	3 4	£2500
<i>School led tutoring</i> <i>Specific teacher-led interventions. Regular sessions with follow up daily lessons. Parental involvement.</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme	3 4	£7500 Support, SLT time

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

Budgeted cost: £ 30,897

Activity	Evidence that supports this approach	Challenge number (s) addressed	
<p><i>Attendance monitoring, supporting pupil and family wellbeing through Learning Mentor support.</i></p> <p>Deputy Headteacher and Family Learning Mentor to respond to PP review and actively engage with all parents of pupils where attendance is a concern either because:</p> <ul style="list-style-type: none"> it falls below 96% with no reasonable explanation Attendance falls below 96% and there is impact on achievement <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Termly interim reports to identify the child's attendance</p> <p>Explore the introduction of Attendance contracts for pupils/ families who are classed as PA</p> <p>Increased links with PAST team, SEND team and Health Professionals</p> <p>Meeting emotional need of pupils to ensure they are able to be ready for learning with focus on:</p> <ul style="list-style-type: none"> To offer parenting group sessions working on specific needs developed through a needs analysis. Early Help process with vulnerable families-allowing them to access key services Family drop in weekly 1 hour COVID-19 response to vulnerable pupils and families – continue with regular phone calls to identified families <p>Family Learning Mentor to support class teaching of RSHE curriculum and to allow children to become familiar with her so as to be able approach if needed and assist in early identification of needs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>£21167</p>
<p><i>Story sacks – develop to include KS2 topics such as puberty and also bereavement</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5</p>	<p>£2000</p>

<i>Residential trip financial support for pupils in receipt of PP funding</i> <i>Pupil support for BASC</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5	£780 – residential £1950 BASC
<i>Development of aspirational curriculum – specifically planned aspirational ‘arts and sports’</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3 4 5	£5000
<i>Parental engagement – family phonics</i> <i>Regular weekly sessions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement		

Total budgeted cost: £ 71,483

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Priority 1:

Pupils in school must achieve well and at least in line with the peers across the county/ country. Pupils in receipt of pupil premium funding must not be allowed to fall behind their peers. This needs to be an even profile across school i.e. pupil premium pupils in all classes need to be carefully monitored and supported to ensure they consistently achieve in line with their peers in terms of progress and attainment.

The COVID-19 pandemic must have minimal impact upon the pupils' long term learning profile. Gaps in learning must be quickly identified and closed. There must be sustained support for pupils throughout their learning journey to ensure there are no gaps.

Pupil premium pupils who also have SEND needs must be monitored closely to ensure they make the best progress possible for their learning needs and starting points.

Access to online homework needs to be consistent and persistent for pupils to allow them to fully access their curriculum and consolidate learning.

Priority 2

Pupils need to be in school, on time and in full receipt of school 'necessities' such as uniform, breakfast, school trips and clubs.

Pupils and their families need support to thrive e.g. wellbeing, finances, access to local support (including mental health and medical services). Families adversely affected by the COVID-19 pandemic must be identified quickly and support signposted in a timely way.

Priority 3

Pupils who also have SEND need to be closely-monitored to ensure they make the best progress possible for their learning needs and starting points.

Evaluation Impact:

Pupils made steady progress despite significant periods of school closures. Nearly all (95%+) of pupils regularly engaged with remote learning to a good standard. Where barriers to learning - through lack of technology - became apparent, devices and support were quickly offered to ensure that gaps did not emerge. Where lack of engagement was seen to be a significant factor, or where disadvantage was a major factor, pupils were offered a place in school (where safe to do so). These devices continued to be offered when school fully reopened but need was identified.

Teachers were able to provide a level of remote personalised learning (where appropriate) to pupils with SEND.

The family learning mentor's focus was shifted to family support - regular phone calls home to all our families took place to check they were ok. This enabled us to identify where new support was need and to provide ongoing support to our previously identified families. Face to face support was provided to families in need where it was appropriate and safe to do so.

The year 6 residential was held at the end of the year when some restrictions had been lifted, All PP pupils were part-funded for this trip. Access to BASC and uniform was provided to our disadvantaged families where it was necessary.

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
n/a	