

Pupil premium strategy statement

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
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	12% 20 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	17/11/21
Date on which it will be reviewed	25/7/22
Statement authorised by	Helen Studley
Pupil premium lead	Zoe Carciero
Governor / Trustee lead	Katie Sykes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,484
Recovery premium funding allocation this academic year	£2,000
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	£22,484

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Little Sutton C of E Primary School, we believe in maximizing the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our principles

At Little Sutton C of E Primary, we provide a culture where:

- All our children are equally valued, respected and encouraged.
- We encourage all children to follow our REACH acronym – resilience, engaged, ambitious, creative and healthy.
- All staff adopt a ‘solution-orientated’ approach to overcoming barriers.
- All staff are aware of who our disadvantaged children are.
- All disadvantaged children benefit from the funding, not just those who are under-performing.
- We use research (Such as EEF Toolkit) to support us in determining the strategies that will be most effective.

Our priorities

Setting priorities is key to maximizing the use of the PPG. Our priorities are as follows:

- Sustaining good work to eradicate the attainment gap at the end of KS1 and KS2 between disadvantaged pupils and their peers (national).
- Providing targeted academic support for disadvantaged pupils who are not making the progress expected.
- Providing enrichment activities to support learning.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap for disadvantaged pupils.
2	Pupils struggling with their mental health and wellbeing after returning to school.
3	Poor attitudes to learning that impact on progress rates due to lack of resilience and stamina.
4	Lack of opportunities for keeping fit and healthy due to Covid 19 closures of clubs and financial hardships.

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
Access to high quality CPD for all staff as part of the recovery curriculum.	Access to high quality CPD for all staff to ensure systemic practice across the school.
Small group tuition: targeted English and maths teaching for pupils who are below age-related expectations.	The attainment gap between pupils will narrow.
Precision teaching in class for pupils.	The attainment gap between pupils will narrow.
Enrichment activities– running club, swimming, PGL in Y5/6.	Pupils will have opportunities to build relationships, keep fit and healthy by attending a variety of clubs.
Social and well-being activities/clubs to support pupils – number club, good to talk club.	The wellbeing of pupils is supported to ensure they are happy, healthy and attend school.

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: £4,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing CPD for all teaching staff.	Relaunch of writing scheme and school support from a consultant for monitoring, CPD and planning sessions. This will ensure gaps are plugged caused by lockdowns, illness and isolating due to Covid 19.	1
Trauma training through the Church of England national project for all staff. This identifies how trauma can be a barrier and how policies and processes can be adapted.	EEF states that social and emotional learning programmes will improve behaviour and engagement with learning.	2 & 3

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

Budgeted cost: £10,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted in class support from a TA providing feedback.	Feedback to be given on next steps/how to improve. EEF states feedback has a high impact on learning outcomes.	1
National Tutoring Programme, 1:1 tuition.	The EEF state that 1:1 tuition might be an effective strategy for providing targeted support for pupils that have been identified as having low prior attainment or are struggling in particular areas.	1

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

Budgeted cost: £7,192

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing sessions with a TA to explore feelings and build resilience back up after lockdowns.	EEF states that social and emotional learning programmes will improve behaviour and engagement with learning.	2 & 3
TA to work with families to ensure attendance is good and in line with the national average.	Pupils are in school when they are fit and well to attend so they can engage with their learning.	3
Pupils to attend sporting activities such as running club, football, sports skills clubs. Swimming to also be subsidised for KS2 pupils. PGL to be subsidised for Y6 pupils.	The EEF states it is crucial that pupils have access to high quality physical activity for health, wellbeing and physical development.	4

Total budgeted cost: £22,239

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.

<p><u>Wellbeing and enrichment activities</u></p> <p>1 pupil from KS2 had piano lessons supplemented.</p> <p>PGL was cancelled due to Covid-19.</p> <p>The cost of transport to and from swimming has been subsidised to enable all KS2 pupils to attend swimming lessons.</p> <p>All KS2 pupils attended wheelchair rugby and other sporting events at local secondary schools to aid transition. Transport and any other costs were supplemented.</p> <p>After school club was offered to 7 families that was supplemented by the PPG to support parents to return to work and provide social opportunities particularly after the lockdown.</p> <p>Unfortunately, Covid 19 has impacted enrichment activities we have been able to offer over the last two academic years.</p>

We have ensured that when school has been open and it has been safe to do so, sporting activities have continued. Not only did these promote a healthy lifestyle but helped build some resilience lost due to lockdowns. The team events also rebuilt relationships which changed with children not being able to see each other during the lockdowns.

Targeted support

A TA has worked all year to provide targeted support during mornings for maths and writing in different classes. During lockdowns, all pupils attended provision and the TA worked in provision with these pupils to support them academically and emotionally.

A TA identified gaps caused by lockdowns and supported pupils accordingly as they returned to a recovery curriculum.

A TA supported Y6 pupils transition to Y7 and liaised with secondary schools to ensure some pupils have had extra remote settling sessions.

Supporting families

A TA also worked with families who were at risk of non-attendance due to Covid-19 anxieties and isolation.

A TA was TAF trained in order to further support families and work with external agencies.