

# Pupil premium strategy statement – latest template as of 21/9/21



**School overview 2021-22** (DFE latest requirement) **Reviewed with impact for Sept 2021**

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	<i>Deerhurst and Apperley C of E Primary School</i>
Number of pupils in school	<i>74 Sept 2021</i>
Proportion (%) of pupil premium eligible pupils	3% (2)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	21/09/21
Date on which it will be reviewed	Spring 2022
Statement authorised by	Mrs J Neveu
Pupil premium lead	Mrs J Neveu
Governor	<i>Rachel Haorau</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8400
Recovery premium funding allocation this academic year	£2000 (allocated as a minimum)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£10,400

## Part A: Pupil premium strategy plan

### Statement of intent

Regardless of starting point, social background, past experiences or any other social or educational barrier or external factor, our aim is to inspire our children in their learning by providing all children with a rich, broad and balanced curriculum. Our intent is to ensure they have opportunities for cultural capital experiences, well being support that will help to remove any barriers to their learning at Deerhurst and Apperley C of E Primary School.

Our Key statement of intent relating to objectives for spending the Pupil premium are currently:

- *To ensure all PP children achieve inline or better than their peers to narrow the gap in attainment*
- *To provide pastoral support, where identified for children*
- *To ensure Home Learning is effective (in the event of absence from school due to COVID) and support through resources available to school*

*Proposals during the school year:*

- *Continue to teach in dedicated sessions, phase led for focus and continuing the use of NTP (maths)*
- *Reading and writing opportunities and supported in class (additional TA) scaffolding as well as TT writing with SENDco*
- *Ensuring any intervention is re-evaluated and effective, termly*
- *Support all identified children with small in class or out of class for intervention*
- *Continue with NELI support for identification of Reception intake 2021*
- 

### Challenges

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

When making decisions based on the challenges face by PP children it is important to remember and recognise that these challenges are fluid and for some children can change from term to term. It is important to re-evaluate the situation to enable any barrier identified by school is removed or lessened. We consider the context of the school and challenges faced, in particular COVID is unpredictable and all children will need support but when children have complex family situations this support may be even more crucial.

Staff need to be trained to help remove any barriers that we recognise do or can prevent the wellbeing and learning of the children.

Challenge number	Detail of challenge
1	<i>Nationally, PP children are in the lower attainment bracket</i>
2	<i>Any school closure as a result of COVID has had an impact nationally on all families. This could exacerbate families of PP children both academically but also in terms of well being. To provide pastoral support, where identified for children and identified resources</i>
3	<i>Changes in financial support may have an impact on extra-curricular activities and well being</i>
4	
5	

## 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
<p><b><i>To ensure all PP children achieve inline or better than their peers to narrow the gap in attainment</i></b></p> <p><i>All children will receive QFT</i></p>	<ul style="list-style-type: none"> <li>• <i>Teachers will support their pupils through the learning process; using key strategies</i></li> <li>• <i>Knowing their pupil, using effective assessment strategies and using AFL for effective learning</i></li> <li>• <i>Using effective questioning – all classes Blooms</i></li> <li>• <i>Metacognition (EEF and Building Learning Power)</i></li> <li>• <i>Collaborative learning (EEF)</i></li> <li>• <i>Modelling and scaffolding to build confidence</i></li> <li>• <i>Teaching observations are at least good in all classes</i></li> <li>• <i>Teaching monitored by HT/subject leads</i></li> <li>• <i>Planning will show ‘connectedness’ in the curriculum, relevant to our setting</i></li> <li>• <i>CPD is current and relevant and develops expertise</i></li> </ul>

<p><b><i>To ensure all PP children achieve inline or better than their peers to narrow the gap in attainment</i></b></p> <p><b><i>In the event of HL: to ensure Home Learning is effective (in the event of absence from school due to COVID) and support through resources available to school</i></b></p>	<ul style="list-style-type: none"> <li>• Continue to teach in dedicated sessions, and continuing the use of NTP (maths)</li> <li>• Reading and writing opportunities and supported in class scaffolding as well as TT writing with SENDco</li> <li>• Ensuring any intervention is re-evaluated and effective, termly</li> <li>• Support all identified children with small in class or out of class for intervention (monitor overview of provision for PP and VG)</li> <li>• Continue with NELI support for identification of Reception intake 2021</li> <li>• Use of metacognition and self-regulation approaches (BLP) (EEF low cost high impact + 7months)</li> <li>• Feedback marking (in class and dedicated sessions) (EEF low cost high impact +8 months)</li> <li>• Home Learning will reflect the expectations in school and support will be frequent if absent from school</li> <li>• IT resources will be provided if needed in the event of HL</li> </ul>
<p><b><i>To provide pastoral support where identified</i></b></p>	<ul style="list-style-type: none"> <li>• Children identified are supported through the systems in school such as Bubble Time, Sunshine Club, Build Happy</li> <li>• Parents are signposted to agencies for support, where identified eg Family First (EEF research suggests that parental engagement can increase their child's progress by 3+ months)</li> <li>• Provide support for home work where there is a need via pre teaching or intervention</li> </ul>

<p><b><i>Pupils affected by financial issues are not limited in the activities in which they can participate.</i></b></p>	<ul style="list-style-type: none"> <li>• <i>All PP children will take part in school trips or clubs where they elect to go</i></li> <li>• <i>Music tuition will be supported to enable the PP children to continue to maintain playing a musical instrument</i></li> </ul>
---	--

## 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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additionally Teaching support to lower adult/pupil ratio</i>	Reducing 'class size' (EEF +3) Collaborative learning (EEF +5)	1 and 2
<i>Feedback marking support from Teacher and TA in dedicated sessions</i>	High impact – low cost (EEF +8)	1 and 2
<i>CPD for staff – NELI, Phonics, Wellbeing, Subject expertise</i>	QFT – in school observations of Teaching and impact as a result of CPD Early Years intervention (EEF +5)	1,2 and 3
<i>Structured interventions</i>	Metacognition and self regulation (EEF +7)	1 and 2

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

Budgeted cost: £ 822.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP	Previous use of the NTP has shown a positive impact on the learning and confidence of the children taking part and the added impact to class T&L One to One tuition on line (EEF supported +5)	1 and 2
<i>Also structured interventions as above</i>		

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

Budgeted cost: £ £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School trip support</i>	Social and Emotional support (EEF +4)	1,2,3
<i>Music tuition support</i>	Social and Emotional support (EEF +4)	1,2,3
<i>Build Happy support with TA</i>	Social and Emotional support (EEF +4)	

**Total budgeted cost: £ 10,822**

## Part B: Review of outcomes in the previous academic year **2020- 2021**

### Pupil premium strategy outcomes

Aim	Outcome
<p><i>To continue to narrow the gap in attainment</i></p> <p><i>Development of reasoning skills to support 'Solve It' opportunities</i></p> <p><i>Development of quick recall in number to increase arithmetic knowledge and speed</i></p>	<p><i>PP children were successful in in school assessed KS2 SATs RWM – using past papers as per DFE guidance and impact of NTP for PP summer 2021</i></p> <p><i>Spelling age of PP children increased by an average of 19months over the year 2020-21</i></p> <p><i>Average reading age increase of 6mmonths per PP child</i></p> <p><i>Number av per PP child 16months</i></p> <p><i>KS1 No PP</i>  <i>KS2 PP achieved TA SATs papers EXS maths, writing and reading</i>  <i>PP phonic past paper assessment 2021- 100%</i></p>
<p><i>To develop and support reading</i></p> <p><i>Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS</i></p>	<p><i>EEF has a proven record of effective interventions and supporting the development of learning</i></p> <p><i>Feedback marking – high impact low cost</i></p> <p><i>Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self-regulation (EEF)</i></p> <p><i>Data – as above</i></p>

### 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
<i>NTP</i>	<i>TLC Live</i>



## Service pupil premium funding (optional)

N/A currently

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?	

### **References to:**

***EEF Collaborative Learning – The impact of this is consistently positive***

***EEF Feedback – consistently used in class by teacher, peers and additionally feedback marking when revisiting marking to ensure understanding***

***EEF Metacognition and self-regulation – links well with Building Learning Power in school and how children 'learn to learn'. Also works effectively with collaborative Learning approach and providing pupils with strategies***

***These approaches are successful in our setting and are high impact low cost with research that shows evidence of these approaches are consistently positive***

**Further information (optional)**