

## **Pupil Premium**

### **Statement of Intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### **Funding allocation and impact of spend 2021-22**

**Total Funding £5275**

FSM = £1385

LAC = £2410

Service Children = £320

Improvement Initiative	Evidence that supports this approach	Cost	Summary of Impact
Purchase of validated phonics scheme to improve reading outcomes	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	£1000	Children making progress with word reading, decoding and blending in line with their peers.
Enrichment and extra-curricular activities	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil%20Premium%20menu%20evidence%20brief.pdf?v=1649431092">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092</a>	£600	All of the pupils are accessing extra-curricular activities. Gained a wider understanding of the world outside of their community.
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.	£1000	Thrive Practitioner trained and programme used to support emotional learning and behaviour interventions. Fewer CPOMS incidents. Children able to access curriculum as a result of improved social and emotional regulation.

One to one and small group tuition	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: • The EEF Toolkit has a strand on one to one tuition and small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	£2500	Children making greater progress and the gap being narrowed more quickly in line with peers.
Total		£5100	

#### Funding allocation and impact of spend 2020-21

Improvement Initiative	Cost	Summary of Impact
Visits from Educational Psychologist to support vulnerable pupils	£1500	Advice given and acted upon and the children are in school fulltime and participating in class lessons
Enrichment and extra- curricular activities including residential trips.	£1500	Residential trips deferred until 2020-21 due to Covid-19.
Focussed TA support and targeted interventions to improve attainments and increase progress.	£5000	Gained a wider understanding of the world outside of their community. Pupils achieving in line with cohort/peers.
Reading resources	£1000	Purchased- need to measure impact over time
Total	£9200	

