

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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Ide Primary School
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	7%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alice Purcell, Headteacher
Pupil premium lead	Alice Purcell, Headteacher
Governor / Trustee lead	Ann Boyce, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,475
Recovery premium funding allocation this academic year	£2000
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	£15,475

Part A: Pupil premium strategy plan

Statement of intent

Every pupil at ide Primary School is known as an individual and given the support they need to be successful and develop a lifelong love of learning. Pupils need to develop a secure knowledge and understanding of the primary curriculum which will enable them to be ready to access the next stage of their learning and go on to achieve well and live positively as part of society in the future.

Our pupil premium strategy identifies the barriers that children may have to learning so that resources can be targeted directly to address these. As an inclusive school we recognise that initiatives to removes barriers and support learning should be available for any child where it would enhance their ability to learn and improve their life chances. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

For staff to provide the best possible quality first teaching and extra support possible for pupils.

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

The range of provision we consider making for this group may include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved, through a programme of CPD.
- Additional learning support.
- Subsidised payment/increased and opportunity for activities, educational visits and residential trips; ensuring all children have first-hand experiences to support the curriculum.
- Support for emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in attainment in maths for disadvantaged pupils compared with non-disadvantaged pupils must decrease.

2	Disadvantaged pupils and other pupils in reception and year 1 must be on track to reach a secure level of phonic knowledge and understanding by the end of year 1.
3	For some pupils, social and emotional challenges, including personal circumstances and impact of the Covid 19 pandemic need to be addressed, to support wellbeing and lead to greater academic achievement.
4	A number of disadvantaged pupils, who are also on the SEND register, need additional support from teachers to make at least good progress from starting points.

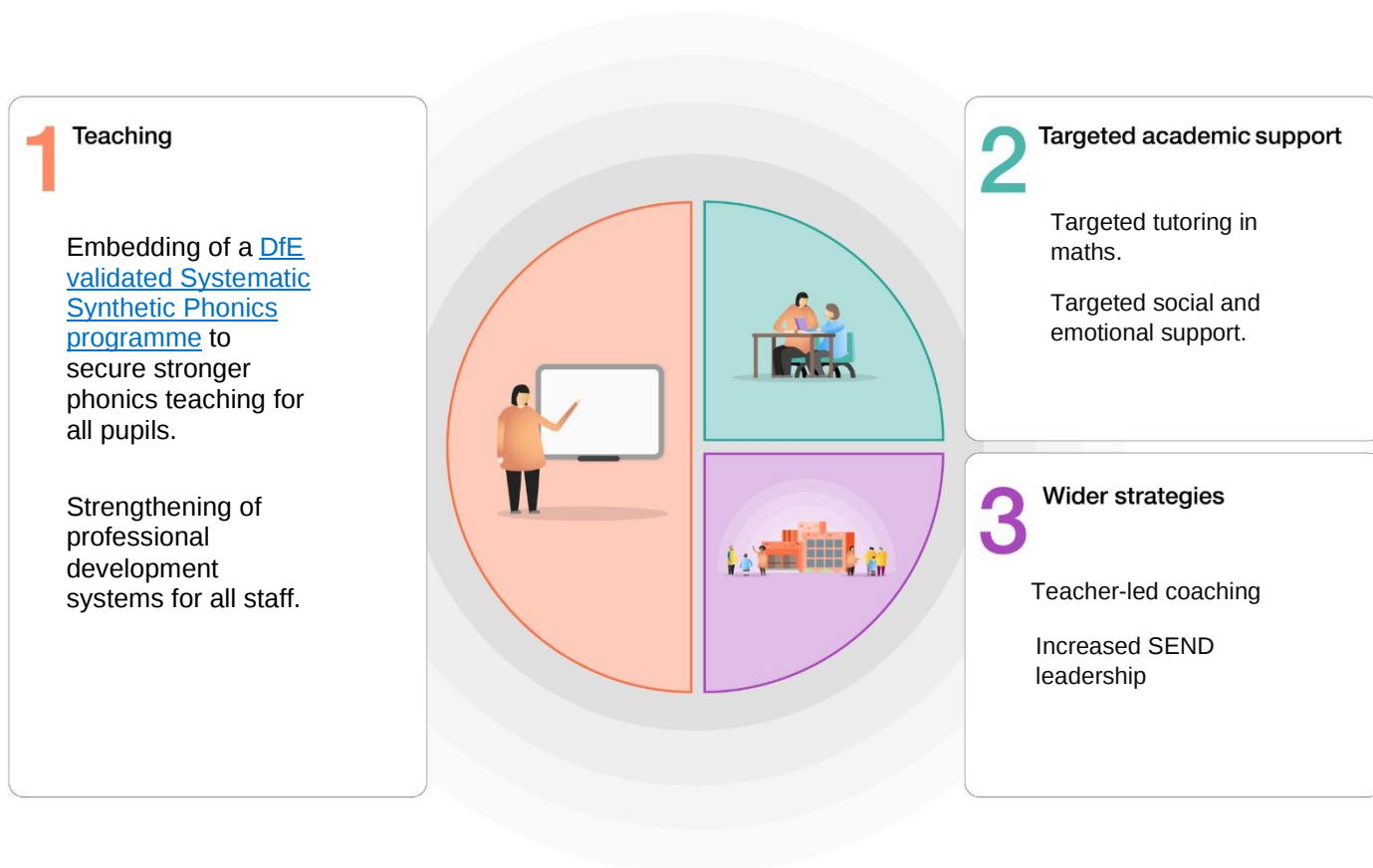
Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Actions/Support
For disadvantaged children in year 6 to make accelerated progress in maths through the academic year with a view to each child reaching at least expected standard in Y6 statutory assessments	Additional maths tutoring support in place. Regular assessment of impact of tutoring by maths lead and tutor. Use of home learning, including IXL to encourage home support for focus pupils.
Evidence will demonstrate consistently good or better teaching of phonics, resulting in significant progress for disadvantaged children towards passing the phonics screening test in Year 1. All disadvantaged pupils in Year 1 will pass the phonics screening in Summer 2022.	Training for all staff in phonics programme. Ongoing weekly support via reading leader. Regular monitoring and feedback to all staff involved in the programme, with a focus on progress of disadvantaged learners.
There will be significant progress in the way that key children are able to self-regulate and follow behaviour expectations. This will lead to pupils being able to focus on learning. We will see a reduction in the number of concerns around emotional wellbeing for key pupils on CPOMs.	Staff training in supporting self-regulation. Increased focus on positive behaviour management strategies for pupils and high expectations of behaviour for all. Targeted interventions for key pupils, including children in care or in post-looked after arrangements.
All teachers will be highly skilled in supporting pupils who are disadvantaged and on the SEND register.	Support from SENDco for teachers based on individual pupils in classes and patterns of SEND need across the school. Increased guidance from EPs and other professionals relating to specific pupils.

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: £ 10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We have identified that staff need support in embedding effective practice using a structured synthetic phonics programme within the school.	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: Phonics Toolkit Strand 	2

We recognise that we need to support staff to have a consistent approach across the school.	Education Endowment Foundation EEF	
English lead to work weekly with staff to develop the effectiveness and precision of teaching using the Little Wandle programme. This will include giving feedback directly on support and challenge for disadvantaged pupils. Particular support, team teaching and coaching to be given to RQT and new members of staff in focus year groups. Further training and resources linked to the teaching of phonics.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
CPD programme for teaching and support staff based on incremental coaching model.	Developing practice incrementally. Building on existing strengths and sharing across the school High impact for very low cost (EEF1). Teachers have an important influence on pupils' academic progress, yet the quality of teaching varies widely (Lee, 2018). Policymakers, school leaders, and teacher educators therefore face the challenge of designing and commissioning professional development (PD) to help all their teachers become as effective as the best teachers. (‘What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Metanalysis’, EEF)	1,2, 3, 4

CPD focused on self-regulation and metacognition strategies for children.	To develop resilient learners and children's own understanding of how they learn best. High impact for low cost (+7 months EEF)	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Focussed tutoring sessions in maths for pupils in Year 6, using NTP.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Social and emotional interventions led by SENDco and support staff. These will use research and be targeted towards children with attachment difficulties, those in care or in post-looked after arrangements.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF Moderate impact for low cost. (+ 4 months EEF)	3

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

Budgeted cost: £ 2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher-led coaching sessions for disadvantaged pupils, developing metacognitive strategies, self confidence and resilience.	To develop resilient learners and children's own understanding of how they learn best. High impact for low cost (+7 months EEF)	1,2,3,4
Increased SEND leadership capacity to support teachers to meet the needs of pupils who are disadvantaged and on the SEND register.	To a great extent, good teaching for pupils with SEND is good teaching for all. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. (EEF,2020)	4

Total budgeted cost: £ 16,600

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.

Our internal assessments during 2020/21 (below) indicated that disadvantaged pupils' academic and wider development was impacted by the challenges associated with Covid 19, as has been evidenced across the country, and they were not able to benefit for a full year from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

	Reading	Writing	Maths
Whole School	84% (36% GD)	75% (17% GD)	78% (28% GD)
Whole School (PP)	67% (17% GD)	67% (0% GD)	33% (16% GD)

We were determined to reduce the impact on academic outcomes as far as possible by maintaining a high quality curriculum even when pupils were not in school, via resources such as those provided by Oak National Academy. Recorded and live lessons were used by teachers and extra feedback and support was in place for disadvantaged pupils- for example disadvantaged pupils benefitted from live 1:1 interventions via Microsoft Teams.

Despite the challenges of the year, the following improvements were seen as a result of the Pupil Premium Strategy:

A rigorous system was put in place for tracking of the bottom 20% of readers. These pupils received regular precision teaching and their reading age was assessed every half term. The gap between reading age and chronological age closed for 67% of the target group of 24 pupils and 58% of the pupils were reading at or above their chronological age in July 2021 as opposed to 17% in September 2020.

New schemes of work for writing and handwriting supported progress and outcomes in writing, particularly for SEND and disadvantaged pupils. They allowed for greater links between learning in school and at home. The development of whole class text time daily, with a core spine of texts and defined criteria for the teacher selection of supporting texts, led to more complex vocabulary being discussed in class. Targeted questions during these sessions now ensure that disadvantaged learners are developing a secure understanding of new words and concepts.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
CLPE Power of Reading	Centre for Literacy in Primary Education
REAL PE	Create Development Ltd
SCARF	Coram Life Education