

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
Teversham CE Primary School	
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louisa Kenzie
Pupil premium lead	Louisa Kenzie
Governor / Trustee lead	Fiona Herczog

Funding overview

Detail	Amount * £1345 per pupil x 71
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£10,294
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	£105,789

Part A: Pupil premium strategy plan

Statement of intent

Objectives: to narrow the gap between the progress made by disadvantaged pupils and those with no disadvantage, to support children with disadvantage to maximise their learning at primary school to build the key skills that they need to be successful at secondary school, including strong learning habits, key skills such as reading, strong vocabulary and mental maths skills – and therefore to make a significant difference to their life chances.

Our pupil premium strategy plan works towards achieving these objectives:

- by focusing on providing high quality first teaching for all children, ensuring that wherever possible disadvantaged children access the full curriculum;
- by providing a curriculum that enables children to build cultural capital through enriching experiences;
- by supporting children and their families to address any additional barriers to learning such as attendance, behaviour or social and emotional difficulties.

Key Principles:

1. implementing whole school strategies that benefit all children, since a significant additional number of our children sit just above Pupil Premium criteria
2. balancing rigour and high expectations for ALL children with supportive, inclusive strategies that aim to meet the needs of individuals
3. Maintaining our distinctive supportive ethos that enables us to support and engage with all parents to address the barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Communication and language especially vocabulary when starting school – oral language skills
2	Reading and phonics
3	Writing including vocabulary and basic skills
4	Mental maths skills especially recall to calculate accurately and confidence in maths

5	Social, emotional and mental health difficulties
6	Attendance including punctuality
7	Behaviour as a result of emotional and mental health difficulties
8	Lack of home support for reading and home learning
9	Cultural Capital

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
Children will have good oral language skills and develop a wider range of vocabulary.	Evidence of a wider range of vocabulary used by children both orally and in writing.
PP children will have a strong knowledge of phonics and develop good reading skills at age related expectations and above. PP children will develop a love of reading, develop good reading habits and improve their reading skills to at least age related expectations.	95% of Year 1 children* achieve year 1 phonics standard by the end of year 1. 100% of children* achieve year 1 phonics standard by the end of year 2. (*children who are eligible to take the test.) There is an increase in % of PP children achieving Battle of the Books each week. There is an increase in the number of weeks that PP children complete Battle of the Books.
PP children will make good progress in maths and develop strong mental maths skills and increase in confidence in their maths skills.	% of PP children achieving age related expectations in maths will be higher than last year. % of PP children achieving the Times Table Test in year 4 will be higher than last year and the gap with non-PP children will be smaller.
Emotional and mental health difficulties are supported and the impact on their learning is reduced. Children are happy, settled and ready to learn. Behaviour at break and lunch times does not impact on learning in lessons.	% of children who are settled, happy and ready to learn both mornings and afternoons is increased. % of PP behaviour incidents at break and lunch times is reduced.
Attendance and punctuality is good with very few persistent absentees. Children are not last for school and are therefore able to access basic skills practice each morning.	% attendance of PP children improves from last year. Number of persistent absentees reduces. Lateness is rare and all children regularly access early morning basic skills practice.
Behaviour in all classes means that children are able to learn and make good progress.	Fewer behaviour incidents on playground and in class. % of children making good progress and achieving expected standard in reading, writing and maths is greater than last year.
Parents engage well with the school, attending all parent's evenings and meetings. Children will complete their homework and achieve Battle of the books each week.	School is actively engaging with a high % of parents. % of parents who attend parent's evenings increases.

Parents will support their children in home learning, including reading regularly at home.	% of PP children who do not engage with homework and home reading is reduced.
The curriculum meets the needs of PP children and includes in a wide range of trips, visitors and experiences, and builds cultural capital for all children.	% of PP children taking part in a wide range of experiences is high. Children are engaged and develop a love of learning, developing good cultural capital. They are able to talk about their experiences.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Reading and Phonics CPD for teachers and TAs, and new resources – Little Wandle Revised Letters and Sounds	Consistent whole school high quality teaching approach to phonics has strong impact on learning to read and progress for all children, enabling all children to “keep up”. Reading is key to learning across curriculum. Learning to read early with confidence enables children to read to learn. Strategies based on reducing cognitive overload has strong impact on progress.	2, 3, 5
Subject leaders CPD, leading curriculum development to include trips and visitors.	Impact of strong curriculum with cultural experiences builds cultural capital and enables children to access learning in all subjects, with a strong impact on reading comprehension and therefore all subjects. Supports developing a love of learning.	6, 9

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

Budgeted cost: £ 51,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted teacher support for individuals and small groups focusing on high quality feedback – teacher released by French teacher.	1-1 feedback has good impact on progress. Education Endowment Foundation evidences high impact of quality feedback on progress.	1, 2, 3,
Support for mental maths skills - Times Table Rockstars	Accurate and confident recall of key maths facts reduces cognitive overload during reasoning problems. Practise embeds learning.	4,
Tutoring – 25% of school led catch up tutoring costs: 1-6 or 1- 4	1-1 and small group tuition has good impact on progress to provide opportunity to enable PP children to catch up.	1, 2, 3
Musical Instrument Lessons	Increase the opportunities for PP children to take part in cultural opportunities. Learning to play a musical instrument has an impact on ability to learn in other areas, including developing skill of practise, perseverance, mindfulness, success.	5, 9,
Targetted adult support for early language skills in EYFS and behaviour support in identified classes.	1-1 and small group intervention has had a good impact on progress in EYFS. Adult support for behaviour ensures that barriers to learning are reduced in all classes.	1, 3, 5, 6, 7

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

Budgeted cost: £51,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Family Support Worker employed to support children and parents, including safeguarding, engaging with school, behaviour, homework including Battle of the Books, and barriers to learning, where required.	Children with difficult home lives need time to talk and off load before they are ready to go into class and during the day. Impact of home difficulties on mental health. Providing parents with a range of support can remove barriers to learning for children.	5, 6, 7, 8,
Play Therapy	Children with emotional and mental health difficulties struggle to access learning.	5, 6, 7
Talk Time Plus (Tier 2 mental health support)	Children with emotional and mental health difficulties struggle to access learning.	5, 6, 7
Places at Breakfast Club and After School Club	Children who attend regularly and on time make better progress. Children are able to access early morning	3, 6, 8,

	basic skills work to impact on progress.	
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Total budgeted cost: £107,161

Part B: Review of outcomes in the previous academic year – see previous plan 2020 – 2021 for review

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?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.