

# 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
School name	Patrington C of E Primary Academy
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	23% Y1-Y6 need to include EYFS & FS1
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gail Brown
Pupil premium lead	Carron Pitois/Sally Marshall
Governor / Trustee lead	Josie Speck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,252
Recovery premium funding allocation this academic year	£6280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£73,532</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

### Our aim

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the specific challenges faced alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, more frequent behaviour difficulties, lack of access to enrichment opportunities and social and emotional/mental health issues. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Context of the school:

Patrington is a one form entry C of E school with classes ranging in size from 24 (KS1) and a maximum of 34 (KS2). The school is full with a pan set at 30 pupils. Patrington is set in a rural village location with a mixed social demographic and 23% Pupil Premium. 3% of children have an identified need requiring an EHCP. The school offers nursery provision from age 3 with the majority of our children entering the school from nursery. The EYFS unit consists of FS1 and FS2 children.

### Achieving our objectives:

Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching which meets the needs of all pupils  
Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1, 1:3 or small group tuition  
Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences  
Provide opportunities for all pupils to participate in enrichment activities including sport and music  
Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Well-being Needs The social and emotional well being of the children has been impacted during lockdown, the effects of which are being seen in a lack of resilience and strategies to deal with emotional and educational challenge

2	Attainment and Progress Children need support to make progress in reading, writing and maths bringing them closer to their attainment targets thus narrowing the gap.
3	Attendance Attendance rates have a significant impact on learning outcomes
4	Knowledge and understanding of the wider world to raise aspiration Curriculum trips and music lessons to enhance the children's understanding of the wider\curriculum linking to the wider world
5	As a result of narrowed social circumstances, language and communication has suffered. Children need support from an early stage to develop a wide and varied vocabulary so they have the confidence to communicate in a range of different contexts.

## 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 show resilience and stamina throughout the school day, both socially and academically  Children employ a range of WEB strategies learned from their lessons in PSHE and from interventions delivered by the WBO in order to become more independent and less reliant on adult support.	<ul style="list-style-type: none"> <li>Successful triangulation between the WBO, SENDco and SLT ensure that children are given the correct support; this support is monitored weekly</li> <li>Regular pupil and parent voice show the impact of work</li> <li>WBO delivers weekly PSHE lessons alongside the class teacher to provide support and CPD</li> <li>CPOMS records show actions arising from interventions and parental engagement.</li> </ul>
The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.	<ul style="list-style-type: none"> <li>Data tracking proves that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths.</li> <li>Interventions from baseline show progress in reading, writing and maths</li> <li>Phonics data shows that disadvantaged children have made good progress in reading and % of children at EXP standard has improved.</li> <li>Book looks show that there is an improvement in the quality and</li> </ul>

	quantity of children's writing across the curriculum
Attendance tracking shows that the % of PA children has reduced.	<ul style="list-style-type: none"> <li>• Attendance officer follows a graduated approach to monitor and improve attendance ensuring a rigorous accountability</li> <li>• PA parental meetings takes place every half term by the full time Attendance Officer/SLT</li> <li>• EWO deployed where attendance is not improving rapidly enough</li> <li>• CPOMS/Integris and internal record-keeping informs the actions taken to improve attendance</li> <li>• Strong communication system to support and inform parents of their child's attendance</li> </ul>
The quality of spoken language has improved across the school.	<ul style="list-style-type: none"> <li>• Spoken language and dialogic delivery given a high profile in lessons</li> <li>• Children who have completed the NELI intervention show improvement in language skills</li> <li>• Close link to the SALT team ensures that children are given support which shows impact in clarity of speech.</li> <li>• Observations of lessons shows that the children are selecting, understanding and remembering subject-specific vocabulary</li> <li>• Observations of lessons across the curriculum show that all children are given the support (sentence stems) and opportunity to take part in high-quality discussions.</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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWInc CPD for all staff to ensure fidelity to the new SSP</i>	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</i></p> <p><i>'A fast-paced, rigorous and structured phonics programme developed by Ruth Miskin helps get every child reading fast and gives teachers the confidence and skills to deliver high-quality teaching every day.' Ruth Miskin</i></p> <p>Analysis of school data so far shows accelerated progress in phonics-fidelity in teaching of phonics is monitored on a weekly basis</p>	2,5

<p>Online CPD/training platform for The Write Stuff to further support and develop the writing pedagogy of teachers</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Strategy to develop pupil's language capability</p> <p><i>Promotes high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language. Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</i></p>	<p>2</p>
<p>Mastering Number to support fluency and understanding of early number in EYFS &amp; KS1</p>	<p><i>NCETM - 'The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.'</i></p>	<p>2</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Address early language needs-CPD for staff to deliver NELI in EYFS</i></p>	<p><i>EEF reports that there is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may impact their school experience and learning later in their school lives.</i></p> <p><i>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made</i></p>	<p>2,5</p>

	<i>on average 3 months of additional progress in language.</i>	
<i>Delivery of targeted phonics intervention for Year 5/6 who are significantly below in reading due to decoding issues</i>	<p>EEF efficacy trial shows Fresh Start's positive impact</p> <p><i>The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.'</i></p> <p><i>Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.</i></p>	2
<i>1:1 fast track tutoring</i>	<i>The EEF reported that 'most studies of phonics are of intensive support in small groups and one to one with the aim of supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.'</i>	2
<i>Lexia and Reading Plus intervention and diagnostic tool</i>	<i>With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</i>	2
<i>3rd Space Learning-personalised online maths tutoring programme</i>	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition"><u>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition</u></a>	2

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

Budgeted cost: £37,532

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Full time attendance officer to be responsible for:</p> <p>tracking attendance to identify PA pupils each half term.</p> <p>implementing a rigorous and robust systematic approach informing parents, issuing plans and notices</p> <p>Monitoring and sharing attendance information of disadvantaged pupils as a group.</p>	<p><i>Children need to access the full curriculum in order to make the best progress.</i></p> <p><i>EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable.</i></p> <p>Therefore, the school tracks attendance on a daily basis and acts quickly and effectively on attendance issues</p>	2.3
<p>Children show resilience and stamina throughout the school day, both socially and academically</p> <p>Children employ a range of WEB strategies learned from their lessons in PSHE and from interventions delivered by the WBO in order to become more independent and less reliant on adult support.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to EEF research. They further identified that this finding, however, has very low security.</p> <p>The WBO has a crucial teaching role in school to ensure that good practice is school-wide and therefore, more effective.</p>	3
<p>Children are able to attend after school activities and visits paid for by the grant.</p>	<p>Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to</p>	

	access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	
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**Total budgeted cost: £ 73,532**

## **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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021, therefore 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.*

*Fluctuating numbers in each cohort can make tracking/impact difficult, therefore numbers of pupils are provided as well as percentages.*

*Data shared is taken from the FFT results analysis service following submission of end of KS assessment data.*

*Internal KS2 data shows that of the 9 pupils :*

*78% of pupil premium children achieved at least age related in reading at the end of Y6 with 22% achieving greater depth.*

*22% of pupil premium children achieved at least age related in writing at the end of Y6. No pupils achieved greater depth..*

*44% of pupil premium children achieved at least age related in maths at the end of Y6. No pupils achieved greater depth.*

*67% of Y1 PP children achieved the expected standard in Phonics*

*The Well-being team worked hard to support the children on their full return to normal in September 2020. Their caseloads increased and much time was spent dealing with the social and emotional impact of an extended period of no school and the rebuilding of behaviour expectations. The vast majority of these pupils were PPG. During the lockdown period in Spring 2021 the focus was on supporting both internally and remotely the well being of the PPG children and their families. There was a high priority placed on checking with each vulnerable family each week and targeting additional support. On return to school parents and children reported that they felt supported by the school and in particular the mental health and well-being.*