

## 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	Paulerspury Primary
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Robin Bunting
Pupil premium lead	Robin Bunting
Governor lead	??

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13113
Recovery premium funding allocation this academic year	£2000
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	£15113

# Part A: Pupil premium strategy plan

## Statement of intent

At Paulerspury Primary School we strive to achieve the best outcomes for all pupils. We recognise that some children have additional academic and social/emotional issues which can act as barriers to progress. We use Pupil Premium, and other similar funding, to help eligible pupils overcome these boundaries and make the best progress that they can. We use EEF guidance to identify the most effective uses of funding to maximise impact.

Our ultimate objectives for our disadvantaged pupils are:

- To make at least good progress, achieving at least age related expectation by the end of Y6, therefore being secondary ready
- To narrow the gap between the attainment of disadvantaged and non-disadvantaged pupils within the school
- To increase attendance of disadvantaged children to be at least in line with average and above 95%
- To raise expectations, aspirations and engagement of disadvantaged pupils and their families

Our current pupil premium strategy works towards achieving these objectives by:

- Focussing on quality first teaching for all pupils to give every child the best chance of making good progress alongside their peers
- Supporting staff to deliver effective lessons through CPD, including maths and English subject knowledge and effective use of questioning
- Implementing focussed 20 day challenge support, delivered in class by teaching assistants, focussing on small steps smart targets, which are reviewed regularly and adjusted accordingly
- Providing daily reading support to eligible pupils to increase confidence and enjoyment in reading
- Supporting social and emotional needs through employment of an ELSA, providing focussed support to children
- Ensuring that disadvantaged children can play a full part in the whole life of the school by funding clubs, music lessons, trips, visits, uniform etc. as required
- Providing targeted tutoring for eligible pupils to help close gaps in attainment by focussing on specific identified areas of need

The key principles of our strategy plan are:

- To support the whole child so that all children are socially, emotionally and academically prepared for school and learning, and as a result they are able to make good progress whilst access all aspects of school life

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance including lateness, disrupting learning and limiting effectiveness of planned support and interventions</i>
2	Parental engagement and support – limited capacity for support at home impacts progress, particularly with reading
3	Access to enrichment – disadvantaged children are in danger of missing out on enrichment activities

## 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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths
Other	Ensure attendance of disadvantaged pupils is at least 95%
Improved attitudes to learning	Successful completion of ELSA sessions

## 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: £0

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

Budgeted cost: £ 8889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant in class targeted support	Targeted interventions in class by teaching assistants using the school wide 20 day challenge model is deemed to be effective in addressing gaps in learning and ensuring pupils sustain engagement with lesson.: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2
Provision of 1:1 tutoring to targeted children with identified gaps in their knowledge due to missed learning.	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2

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

Budgeted cost: £ 5951

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA provision to support children with identified social and emotional needs	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):	1

which could be a barrier to effective learning.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
Purchase of uniform for eligible pupils	Although evidence of the impact of school uniform on learning is limited (EEF), enabling all pupils to access school uniform has a positive impact on self-esteem and helps children be readier to engage with school and their learning.	
Funding of trips and visits to ensure that no pupils miss out on valuable enrichment opportunities	Trips and Visits can enhance and enrich the curriculum providing 'sticky learning' opportunities and help to develop cultural capital. Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils Enrichment activities offer children a context for learning and a stimulus to trigger their interests.	3
Funding of music lessons in school	EEF - describe the benefits to children in learning to play musical instruments	3
Out of school clubs	EEF - Sports participation leads to increased educational engagement and attainment EEF - outdoor adventure learning shows positive benefits on academic learning and self confidence	3

**Total budgeted cost: £ 14840**

## 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.

*In the previous academic year we focussed on quality first teaching to ensure that all children would be able to make good progress from their starting points. Training was given on effective use of questioning and scaffolding to engage all pupils and help them successfully complete learning tasks. Our maths lead also delivered training to ensure that all staff are confident in mastery teaching and have good subject knowledge.*

*The 20 day challenge model was introduced to help in class support staff to target carefully support for identified pupils. This proved very effective and was well received by the pupils involved and their parents.*

*Our ELSA support was vital for a number of children returning to face to face education with high levels of anxiety caused by concerns around COVID and the isolation of home learning.*

Funding was also used to provide uniform, access to trips and visits, music lessons and other measures to ensure that all pupils were able to engage in the whole curriculum and non were unfairly disadvantaged due to financial pressures.

## 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.*