

Pupil premium strategy statement

Barlaston C.E (VC) First School 2021-2022

Let Your Light Shine

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	Barlaston C.E (VC) First School
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr G Tomblin
Pupil premium lead	Mrs A Clarey
Governor / Trustee lead	Ms H Bourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,760
Recovery premium funding allocation this academic year	£ 2,030
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	£18,790

Part A: Pupil premium strategy plan

Statement of intent

High quality teaching and meeting the needs of all are at the heart of our approach. Through our ethos of “Let Your Light Shine,” we strive to ensure that all pupils achieve to the best of their ability and support all types of learners and learning along the way.

The focus of our pupil premium strategy is to support disadvantaged pupils in all areas of learning, wellbeing and development of their self-esteem. We encourage all to strive to the best they can be, irrespective of their starting point and to have self-belief.

Specific, targeted support will enable staff to close the attainment gap, and identify where additional support is needed. Communication is key amongst staff to enable continuity and to ensure we work smartly and effectively. “Knowing” our children is key, and as a small school, we pride ourselves on being proactive in identifying needs, knowing the families and having a good, trusting relationship between home and school.

Our current plan works well in addressing individual needs with teachers/teaching assistants and SENCO using well planned time slots to make the most of learning opportunities for these children. Nurture is a great need for some of our pupils and this is built into daily activities.

The key principles of our strategy plan are as follows:

- All staff are dedicated to ensuring the children achieve the best they possibly can
- Focus on a growth mind-set, self –esteem and self-belief are at the root of their learning
- Ensure disadvantaged pupils feel supported and yet challenged
- Early intervention and being proactive are key

Challenges

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

Challenge number	Detail of challenge
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1	Assessments and observations indicate that speaking and listening skills are evident amongst disadvantaged pupils more so than their peers
2	Assessments and observations indicate that wellbeing and mental health issues have arisen during lockdown. This has resulted in some children finding the transition back into school and whole class environments challenging
3	Assessments and observations indicate that reading has been highlighted as an area that needs to be addressed
4	Assessments and observations indicate that phonics has been highlighted as an area that needs to be addressed
5	Assessments and observations indicate that social and emotional skills have been highlighted as an area that needs to be addressed
6	Attendance amongst some pupils is an issue that is impacting on their education

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
Improve speaking and listening skills	Formative and summative assessment will show that this has improved. Evidence gathered through discussion with pupils, discussions with staff and lesson observations.
Improve wellbeing and mental health	Formative and summative assessment will show this has improved. Discussion with pupils following PSHE work and lesson observations. Discussions with parents.
Improved reading attainment amongst disadvantaged pupils	Formative and summative assessment will show that all disadvantaged pupils will have made at least 4 points progress on our tracking and 50% will indicate 6 points progress.
Improvements in phonics	Formative and summative assessment will show that good progress has been made by all disadvantaged pupils in this area.
Improvement in social and emotional skills	Formative and summative assessment will show there has been improvements with children identified. Evidence will be gathered by discussions with staff and pupils, observations in class, on the playground and behaviour monitoring.
Improvement in attendance	Children identified in this area will have improved attendance. This will be evidenced through discussions with parents, staff, pupils and communication with EWO.

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: £ £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing whole staff training	Speaking and listening development is key on this training and will impact on all disadvantaged pupils	3
Phonic training and support for staff	This will be led by our phonics lead and will be targeted to individual disadvantaged children's needs. Such a targeted approach will ensure all make progress	4

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support to improve speaking and listening skills	This will be run by the SENCo and will be provided 1-1. The SENCo has specialist S and L skills and this has been proven to have a positive effect on developing these skills.	1
1-1 support to improve wellbeing and mental health	This will be run by the SENCo and will be provided 1-1. This approach enables the pupils to have targeted intervention that addresses their specific needs, through discussion, games and fun activities.	2
Group activities to improve speaking and listening	This will be run by the SENCo and teaching assistants. It involves games, role play, interactive activities and lots of discussion times.	1
Group activities to improve wellbeing and mental health	This will be run by the SENCo and teaching assistants. It involves games, role play, interactive activities and lots	1,2,5

	of discussion times. Nurture lunch will take place in 3 times a week .	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Office support staff to have time to focus on attendance of individual children	Having that point of contact and the time to track attendance efficiently, will enable attendance to improve.	6

Total budgeted cost: £ 22,000

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.

As evidenced in schools throughout the country, school closure was the most detrimental to our disadvantaged pupils. Some pupils were in school and were still able to access the support put in place, but for some pupils, this was not the case. Work was provided by all teachers to all children during this period, and regular wellbeing zoom meetings took place as a whole class, along with regular phone calls to parents and pupils.

Our internal data suggests that for some of our disadvantaged pupils, the attainment gap has widened compared to their peers. Due to lockdown, we were unable to meet our tracking predicted levels for some of these children.

Assessments and observations indicate that wellbeing and mental health were significantly impacted by Covid. This was not the case in some of the disadvantaged children that attended school during lockdown, though the return to normal class sizes did prove an issue for some of our pupils.

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
Talk for Writing	Dean Thompson Education

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?	Group support for maths and reading

What was the impact of that spending on service pupil premium eligible pupils?	Pupils made expected progress
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Further information (optional)

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