# 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

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| Detail | Data |
| School name | Crosscanonby St John’s CE |
| Number of pupils in school | 49 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 16/11/2021 |
| Date on which it will be reviewed | June 2022 |
| Statement authorised by | Amanda Pitcher |
| Pupil premium lead | Amanda Pitcher |
| Governor / Trustee lead | Linda McDonald |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £10,760 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £12,760 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Crosscanonby St John’s CE Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, including those not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting the pastoral, social and academic needs of every child in a nurturing, supportive environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential and is supported and challenged to do so in ways that meet their individual needs and ability. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *Staff CPD and workload.* |
| 2 | Timetabling- needs to be done to ensure pupils not missing the same subject or class teaching due to interventions. |
| 3 | Parental engagement and support. |
| 4 | Poor speaking and listening skills. |
| 5 | Weak reading skills and comprehension skills in some pupils/groups. |
| 6 | Lack of resilience in some pupils and reluctance to problem solve/have a go, |
| 7 | Variation in the way and the amount of learning that was accessed and a wide disparity in progress made during lockdowns. |
| 8 | Attendance, punctuality and readiness to learn. |

## 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.

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| Intended outcome | Success criteria |
| To improve personal, social and emotional well-being of all pupils and to improve self-esteem and readiness to learn following prolonged absences from school due to Covid lockdowns. | Pupils able to access school confidently and able to identify positives in their work.  Attendance improving for pupils at risk of emotional based absences. |
| To at least maintain levels of academic progress from individual starting points. | Pupils meeting their individual targets set using internal and external data. |
| To improve communication and language skills. | Pupils able to fully access all areas of the curriculum effectively and able to articulate needs to adults in school. |

## 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: £4,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA emotional literacy/resilience training through WELL project. | Some pupils identified as at risk of emotional based absence using audit tools and input from educational psychologist. | 1,6 |
| Use of NELI materials and I Can talk resources | On entry data shows communication an area for development. | 4,3,1,7,5 |

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

Budgeted cost: £6,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading Intervention | Reading records.  Reading results and standardised reading test outcomes.  Phonics outcomes | 1,2,5,6,7 |
| Small group or 1-1 comprehension intervention groups*.* | Reading records.  Reading results and standardised reading test outcomes.  Phonics outcomes | 1,2,4,5,7 |
| Maths intervention and support | Assessment outcomes and pupil reviews.  % achieving GDS | 1,2,5,6,7, |
| Spelling Intervention | Spelling test outcomes  Pupil work and reviews | 1,2,5,6,7 |

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

Budgeted cost: £1,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture group sessions. | Pupils identified and receiving input from educational psychologist through family meetings.  Teacher observations and parent and pupils’ feedback. | 8,6 |
| Young Leader play time activity sessions. | Teacher observations. | 6,4.8 |

**Total budgeted cost: £12,800**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021.*  School continued to assess pupils using end of term assessments and pupil progress continues to be tracked, using these end of term outcomes, alongside Key Performance Indicators for each year group in reading, writing, SPAG and maths.  On the full return to school in September 2020 pupils falling behind were identified, as were any significant gaps in learning. These were addressed through whole class teaching, one to one and small group interventions. Following the further lockdown at the start of 2021 remote learning took place and on return to school in March 21 all pupils were assessed taking into account what was taught remotely. Following these assessments all staff spent time working on social and emotional aspects of learning and prepared pupils for a return to learning in school at the start of the Summer term. Teaching of the full curriculum took place throughout and end of year assessments took place slightly later in the school year than usual. |

## 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*

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| Programme | Provider |
| Reading Intervention | Staff in school |
| NELI | Nuffield |
| I Can Talk | Western Excellence in Learning and Leadership (WELL) |