

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	Samlesbury CE Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	June 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Lucy Sutton
Pupil premium lead	Lucy Sutton
Governor / Trustee lead	Sam Metcalfe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,795
Recovery premium funding allocation this academic year	Estimate of around £2000 but finance team not yet able to confirm. (Sep 21)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19795 + £Catch up

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. 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.

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 socially disadvantaged.
- We also recognise that not all pupils who are socially 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 socially 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.

School Context

The school is in a rural location, just outside of the urban heart of Preston city with an intake from a wide area as well as the local Samesbury area. Our pupils come from a wide range of backgrounds and from a wide area with varying needs with a deprivation index of C on the LSIP.

Pupil premium funding is used to support pupils who have met the ‘disadvantaged pupil’ eligibility criteria now or in the past 6 years with the intention of narrowing the gap between disadvantaged pupils and those who are not. Historically there have been very small numbers of PP children in school but this trend has changed over the last few years. Due to the very small numbers of pupils in school, school focus is on the progress and achievement of every individual child but always focusing on working to eliminate any gap in achievement/progress between PP and none PP pupils.

A focus on quality first teaching is the main focus for improving outcomes. A sustained ratio of teacher/teaching assistants across school class enables effective support within for classroom learning as well as intervention for phonics, reading, writing and mathematics and improving outcomes. Access to high quality resources, subsidising visits in and out of school including residential visits and providing resources for small nurture/wellbeing groups or individual support have all impacted positively on pupil attainment and achievement.

Covid has had a mixed impact on our PP children – progress in retention and application for phonics for our infant children as well as writing for most year groups.

Health and well being for our PP children has been supported in school through our usual pastoral support – our smaller KS2 classes and a higher staff in school through the addition of additional TA staff, ensure that pupils are known well and are quickly supported if required. We have great relationships with families and carers. All PP children settled back into school very well after both lockdowns and ongoing support for those who need it is in place.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data. •
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 to provide them with the best start to high school to achieve GCSE's in English and Maths
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Friendship and nurture support during lunchtimes by training up Y5/6 sports leaders to further promote Samlesbury values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning for PP pupils caused by the impact of Covid -19 In particular the impact on the depth of phonics/reading & writing learning and retention.
2	Supporting PP children in their health, mental health and well being so that they are resilient, confident and able to learn in school
3	Attendance for some PP children is lower than our target of 97%.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (21-22)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>To close the gaps in learning, progress and attainment caused by the pandemic.</p>	<p>For all children to be at least back on track to where they should have predicted to have been pre pandemic by the end of July 2022</p> <p>Quality first teaching is evident in all classes at all times with effective, well used and trained TAs in class.</p>
<p>Progress in phonics / reading: Achieve 100% at the national standard in the PSC (x2 PP chd) Achieve above expected progress scores in KS2 Reading (x2 PP chd) - 100% of PP children and 85% of the whole cohort.</p>	<p>The new phonics scheme to have been improvement effectively with all staff confident and skilled in delivering the scheme.</p> <p>For PP children who may be falling behind in phonics or spelling to, without delay, have had additional support and up to their peers</p> <p>Reading for all PP children to be back to where it is predicted they should have been and for all results to be at least in line or above with national averages.</p> <p>Use the online library of books associated with the scheme to further support and engage parents reading with their children.</p> <p>To continue to embed the reading challenges and reading for pleasure across school to impact enjoyment of reading and writing standards.</p>
<p>Progress in Writing:</p> <p>Achieve above expected progress scores in KS1 / KS2 Writing for PP chd 50%</p> <p>To achieve at least in line or above in national expectations at the both the end of Key Stages and in other classes.</p> <p>To raise the number of pupils who have a deeper level of understanding in writing or be identified as having the potential so that we are in line or above national averages</p>	<p>Work with the English hub and purchase a complete reading scheme to support the new phonics scheme and to work towards raising the standard of writing and handwriting through this.</p> <p>For all PP children to be back on track to where they would have expected to have been.</p> <p>For all PP pupils identified as more able before the pandemic to be back on track</p> <p>In infant teacher to be confident and skilled to deliver high quality teaching and learning for the class to raise the standards in writing through quality first teaching and direction of support staff.</p> <p>Small group interventions /one to one tutoring for PP pupils have been implemented with gaps closed and children back on track.</p>
<p>All PP children to feel socially confident, form and maintain quality relationships with their peers and adults and have experienced extra-curricular activities/group activities along with peers</p>	<p>Pupil surveys and discussions will reflect their view of school and they will have participated in a wide variety of experience and opportunities in school or signposted/supported/celebrate with them in their activities outside of school</p>
<p>Improve attendance of al disadvantaged pupils to at least 98% and to be consistent throughout the week - maintain it throughout the year.</p>	<p>PP children who have been identified as those with lower than targeted attendance to be at school for at last 97%, aiming or 98% (unless there is a medical reason) and to be maintained throughout the year and be consistent over the week.</p>

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: £5450

- English/phonics resources £3500
- Online software packages £1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce a new synthetic phonics programme in school with support from St John Vianny English Hub to ensure that all Y1 pupils pass the PSC in June 2021 (x2 PP chd) with a pass mark of at least 36.</p> <p>Ensure CPD is planned in throughout the school year. TA training is ongoing to ensure that they are skilled and effective providing closing the gap support within classroom as part of QFT as well as delivering interventions.</p> <p>Rigorous summative assessment by one staff member to give consistency in standards.</p>	<p>Writing outcomes are struggling to make accelerated progress for some children/cohorts for both expected (ARE) and more able. Within these bands many children are less strong and with another 6 weeks over the summer holidays without practice writing will be a key priority for school next year. The TALK 3 English training was very useful last year and will be accessed for TALK2 this year.</p> <p>Learning Walks with a focus on the engagement of PP children.</p> <p>Phonics evidence: Exceeded disadvantaged national average ahead of projection. Enabled all children to pass the phonics screening who were targeted to do so in Y1 July (statutory PSC in Dec, this was an internal assessment for our own use). For the delayed Y1 PSC taken in Dec 2020 one child who was targeted to pass didn't, but they did in July 2021.</p> <p>The transfer of KS1 (and pupils recently in KS2) pupils phonics knowledge to their writing isn't as strong as it should be – the introduction of Floppy's Phonics program from Sep is designed to tackle this issue.</p> <p>Spelling Shed will be used as a basis for spelling in KS2.</p> <p>In school assessment, both summative and formative supports this.</p> <ul style="list-style-type: none"> • Through in school moderation of writing • EYFS supervision meetings 	<p>1</p>

	<ul style="list-style-type: none"> • Pupil progress meetings • Observation of staff phonics sessions and discussions with staff showed that not all staff had a consistently rigorous approach to teaching phonics. • Review of our Phonics strategy with the English Hub leader – this was done with the two English leads in school • Run a parents' phonics workshop so they understand how they can support their child at home. • Staff CPD will have ensured that all staff are confident with the new phonics scheme, rigorous assessment and feedback and the transfer of the learning into the wider curriculum 	
Purchase a complete reading scheme to support the new phonics scheme which will support raising the standard of writing through raising standards in reading and reading for pleasure.	<p>Review of school resources showed that there weren't sufficient books to support a complete matching up of reading books to phonics being taught in class which needed to be rectified.</p> <p>For Reception children there is now a completed set of physical books to support phonics as well as books to widen and apply knowledge.</p> <p>This will support PP and all children.</p>	1
A new online reading resources from Oxford Owl to be introduced to support parents read with their children anywhere.	<p>For all children in the infant class there is now a full range of phonics reading books through the scheme both digitally and physically.</p> <p>This will support PP and all children.</p>	1
Work with the English hub accessing staff CPD for leadership in this area and for all staff	<p>The review and evaluation meeting with the lead staff member from the hub identified school's areas of development and staff training was identified and implemented. Staff are now much more confident to teaching phonics and delivering rigorously the new synthetic phonics scheme. CPD will continue over the year.</p>	1
To continue to embed reading challenges across school and reading for pleasure across school to impact enjoyment of reading and writing standards.	<p>20/21 has been a year of massive improvement in reading for pleasure for all children, involving the parents more widely in reading at home and celebrating so that school has a really positive reading for pleasure culture. This needs to continually be cultured and nurtured to maintain and improve this.</p> <p>Staff have also been impacted and 'book talk' is a common feature across with staff and children.</p> <p>NFER/SATs/PS tests will also be used so that accurate scaled scores can be used to track progress and attainment/progress</p>	1

	Book monitoring termly and subject leader evidence demonstrate continued school improvement in writing and reading.	
To raise the standard of writing including handwriting, application of /spelling-phonics knowledge and content The infant teacher to attend the Talk English writing training over the year	Evident from formative and summative assessment, staff moderation pupil progress meetings etc that the standard of writing has been affected across school. The catch up in writing has been a key focus on the return from both lock downs and for remote learning. Books shows progress is strong as we catch up, and gaps will be closed but there is still a body of work to do to do this. Development in the infant class was particularly challenged over lock down and there were a high proportion of the class who had to self-isolate as well as learn at home.	1

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

Budgeted cost: £11635

- TA apprentice - £6700
- Maintain TA additional hours - £3135
- Resources for afterschool club £300
- Staff training: £1500
- Tutoring resources £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that any pupil support required for PP pupils (and for any child) is rapidly identified and - strategies are swiftly put in place to support these children. Quality first teaching with support via a TA to be utilised first with a support programme planned, overseen and monitored by the SEND lead.	Quality first teaching with effective support staff is the most effective strategy to close gaps. Staffing and funding are planned to provide this with CPD for staff in place. Through the pandemic this has been a particular challenge for the infant class school to implement this effectively and consistently to close gaps and ensure depth of learning. Pupils in school who had been part of small groups in KS2 made accelerated progress and closed gaps faster. Most of our PP children closed gaps and were back on track in almost all areas. KS1 pupils made less strong progress (there are other factors which impacted this)	1
One to one/small group support for those children who still have specific areas where gaps in	Additional in class support is most effective at supporting pupils learning and development. Apprentice TA and extended hours for TA to support this and so that the HT is released to	

<p>learning will be planned and reviewed.</p> <ul style="list-style-type: none"> • Fast Forward phonics • Bounce Back phonics • Reading/writing/maths specific one to one work. • Phonics catch up based on Floppy's Phonics <p>This will be carried out predominately by TAs within class who know the children and can integrate it into the rest of their learning. For upper KS2 pupils one to one with additional work to do at home to involve parent with the catch up will be planned in.</p>	<p>provide up to x2 sessions of interventions/tutoring.</p> <p>Short sessions of highly targeted tutoring with follow on activities will accelerate pupil catch up. Rewards will be set up to motivate those working extra at home to raise enjoyment and engagement.</p> <p>This will be done by the HT/member of staff so that it can be tied in to school work/close liaison with the class teacher for maximum effectiveness.</p>	<p>1</p>
<p>Work with afterschool club (not run by school). so that where PP chd are attending and its appropriate to provide additional fun/games for support learning/language development/homework as part of the provision.</p>	<p>Reinforcement of related leaning supports retention of learning.</p>	<p>1</p>
<p>Further embed whole class reading sessions / class novels /daily stories, rhymes and poems for the infant class / reading challenges to support progress in reading and a culture of reading in school Use of online platforms to support learning in school and outside of school for all PP pupils and benefit all e.g. SATs Companion</p> <ul style="list-style-type: none"> • Purple Mash • Oxford Owl Online Dyslexia Gold • Spelling Shed 	<p>20-21 SIP priority on developing a reading for pleasure and enjoyment culture which raised attainment and improved children's attitude to reading for all chid inc PP – pupil interview/questionnaires/monitor/assessment/teacher discussions/pupil progress meetings..</p> <p>Y5/6 use of online platform SATs companion enabled children to practise and learn at home with parents more engaged in children's learning – it also enabled the class teacher to be able to target and plan more sharply using this knowledge. .</p> <p>families can understand how to support their chd more effectively at home which impacts progress, attainment and attitude to school and learning.</p>	<p>2</p>

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

Budgeted cost: £2710

- Additional resources and opportunities: £2,210
- Staff training: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies across school: Promotion of daily exercises Being involved in school sport intra and extracurricular. Being part of pupil leadership teams/councils/sports leadership Taking part in drama/music opportunities Utilising school's trained mental health first aider and pastoral lead in school to support children with 'talk time' Pupil run ethos and values club to support collaboration / friendship / wellbeing for all Taking part in charity fundraising events Using PP funding to support visitors into school/access online experiences to widen life knowledge:</p> <ul style="list-style-type: none"> • National theatre Performances • Visiting drama groups • Walk Thru the Bible • Mini Beasts visit • Ribble River Trust etc. • Forest School resources • Sing Together <p>Opportunities to play and instrument Funding to attend visits and trips Funding for break and after school club places Providing resources to have a reflection/pray day to give pupils skills to be quiet and reflective as a tool for self-care. Resources to support/encourage a high level of attendance Taking part in events with church</p>	<p>Children in receipt of PP funding may feel they are less equal/able which can impact their confidence and how they form and maintain quality relationships with their peers and adults. Work the Health and Well Being Lead carried out last year – see the reviewed plan.</p> <p>Pupil attitude questionnaires</p> <p>Pupils who are more engaged in school activities have an increased positive attitude and approach to school which positively impact both academic and wellbeing outcomes.</p>	<p>2</p>

Working closely with other local schools on cross-school programmes such as a focus on careers, developing spirituality		
<p>The Wellbeing and Health leader to support all staff with wellbeing strategies and to provide one to one support for chd if more structured support is needed.</p> <p>CPD for staff to include supporting children's wellbeing so both the Wellbeing and Health leader and all staff are fully trained and are confident and able to recognise and support those children who need it.</p> <p>Additional salary for the wellbeing lead in school if required to ensure these support strategies can be implemented.</p>		3
Providing breakfast/after-school club places for PP children who need them to ensure they are ready to learn.	Low expectations and motivation can all be a result of poor diet and lack of a good meal to start the day.	3
<p>Continue the development of the wellbeing room so that it has practical activities to support pupils well being.</p> <p>Replace the old door with a new door with vision panels</p>	The space was utilised well last year by any pupil who needed this space – previously there had been no dedicated and appropriate space for well being activities.	3
Ensure all pupils have access to technology at home if they need to learn remotely.	<p>Financial barriers can impact a child's access and ability to learn.</p> <p>School's remote learning offer ensured all pupils/families had access to technology -this enabled pupils to feel connected which supported children's mental health and enabled them to continue learning as effectively as possible at home.</p>	3

Total budgeted cost: £ 21,795 (includes the estimated £2000 Catch up grant for 21-22)

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.

Current Attainment PP pupils – whole school				
	2017/18 (7 PP)	2018/19 (6 PP)	2019/20 (6 PP) <i>(all based on TA from March 2020 due to Covid)</i>	2020-2021 (8 PP) <i>(based on teacher assessment and previous SAT/NFER tests)</i>
% achieving ARE / ARE+ in reading	57	66	83	63
% achieving ARE / ARE+ in writing	73	66	83	50
% achieving ARE / ARE+ in maths	73	66	83	100
% making expected progress in reading	57	50	100	63
% making more than expected progress in reading	28	33	50	25
% making expected progress in writing	73	50	83	50
% making more than expected progress in writing	14	33	17	0
% making expected progress in maths	73	66	100	100
% making more than expected progress in maths	14	33	33	38

There were no PP children in Y6 in 2021. Due to the very small numbers in each class and so children can't be identified, data for individual year groups is not on this published document. There isn't past data to compare KS1 to KS2 progress due to the either having no PP pupils in a year group or only one; currently comparing progress with none disadvantaged pupils both in school year groups and nationally, isn't meaningful so hasn't been included.

Due to our very small school budget, and financial constraints in previous years, the majority of our budget is used to support a strong staff team with a positive staff/pupil ratio. This is now in place and is stable.

Data and assessment: for all children from Y1 onwards had summative tests at the end of the spring and summer term 2021, either SATs or NFER tests, which provided standardised results.

Our strategy has been to ensure quality first teaching for all in school after a time of unsettled staffing with a strong support staff team in place.

Targeted academic support through small groups was provided to ensure academic catch up was in place – the plan for Catch up is to take place over two years so that a broad and balance curriculum was continued after lock down and the curriculum wasn't narrowed. This will be continued into this year to so that all PP will have accelerated progress at least in line with their peers and compared to national data.

Due to our small school size, the varying number of PP pupils and our focus on the individual child, we will produce a yearly PP strategy which best meets the needs 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
Purple Mash	EdTech Impact
SATs Companion	Sats Companion

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.