

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Seend C of E Primary
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	21.8% (22 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Cowley
Pupil premium lead	Candida Hutchinson
Governor / Trustee lead	Chris Downham C of G

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Deprivation PP £15,235
	Services PP £2,880
	Post-LAC £4,820
	Total £22,935
Recovery premium funding allocation this academic year	£2,000

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	£24,935

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to provide all children with the high quality teaching and learning that closes the attainment gap between disadvantaged children and their peers, despite this being a small cohort within our school. The overarching aim for our pupil premium funding is to provide our children with quality first teaching from all school professionals that engages, develops and supports key learning skills that will allow them to become confident learners. In addition to this, we aim to provide children with the values they need to become outstanding members of society and increase their ambition and social capital, especially those from a disadvantaged background.

This includes continuing to support gaps post COVID

## Challenges

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

Challenge number	Detail of challenge
1	Low starting points / gaps in knowledge and understanding / poor levels of oracy and additional SEND in some EY children
2	Social, Emotional and Mental Health issues presenting as challenging behaviours across the school
3	Remaining gaps in learning due to school closure and home learning – especially for Year 3 with phonics and EY due to lack of pre-school experience
4	Lack of real experiences in terms of trips, visitors combined with lack of experiences given by parents due to COVID restrictions. Ensure that all children in KS1 experience a trip and a visitor per year. Ensure KS2 also experience 2 residential trips in the time they are at school
5	Increasing number of Services children within our setting. 2020 4 children. 2022 8 children, who need provision to support wellbeing

## 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
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Gaps are narrowed between vulnerable groups	A higher percentage of the children achieve end of year age related expectations than the end of the previous year. All children are targeted where GDS can be achieved
Pupils are increasingly able to manage their emotional behaviours and self-regulate in response to challenges. This includes Services children by supporting their sense of belonging.	Children can access their learning and focus more without being distracted by poor behaviour choices and personal barriers to learning
To provide a curriculum in order to address core learning gaps for children in KS2, especially year 3 children who have missed out on phonics content	SSP rapid catch up in place as per DFE statute
Children experience a range of enrichment activities again to develop teamwork and resilience	No PPG child will miss a residential / trip/ after school curriculum through not being able to pay. Therefore Achieving well alongside their quality first teaching and intervention offer.

## 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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed feedback from all staff	EEF toolkit states high impact low cost (+8 mnths) for feedback	1,3
Regular TA meetings – highlighting support and interventions to be used.	<a href="#">Ofsted The Pupil Premium</a> reviewed successful use of Pupil premium and showed extending TA hours to allow planning and discussion time each day had high impact.	1,2,3,4,5
Continued focus on metacognition and growth mindset for all children.	EEF toolkit states high impact low cost (+8 mnths) for metacognition	2,4,5
Reading strategies including new SSP for phonics – whole class guided reading review to link to writing approach	EEF states moderate impact for very little cost (+6 mnths).	1,3
SEND CPD for all staff to support rigour and early identification of children with needs	EEF – effective professional development to embed teaching strategies	1,2,3

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

Budgeted cost: £ 3,000 + £2,000 Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Rapid phonics catch up support for children in years 3	Use of new SSP so children keep up – accredited SSP	3
Intervention resources used e.g. spelling programs for children with specific learning difficulties	Focus on key skills to help plug gaps in understanding and application. SEND recommendations	1,3
Focussed support for SEN PP children through TA deployment to close gaps from transition documents and after each data point	Early identification and targeted pupil profiles show the impact of early intervention and regular monitoring so that curriculum can be adapted as appropriately for children with SEN  Early intervention for children within EY using Recovery Premium	1,2,4

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

Budgeted cost: £ 8,935

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Employment of HLTA with ELSA training. Plus resources to support	EEF states Social and Emotional Learning has moderate impact for moderate cost (+4 months).	2,5
Support offered to pay for enrichment / extracurricular activities.	Enabling children to access high quality enrichment activities that they might otherwise not have access to will support their learning through experiential learning and vocabulary development.	2,4
Forest school provision	To support children with significant SEND/SEMH which are barriers to learning in class for a whole day	1,2

**Total budgeted cost: £ 24,935**

## 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.

We know, through targeted support and robust monitoring of all staff, that teaching is of a good standard. Teachers used a range of 'catch up' and 'keep up' interventions to support all children. Teachers increased the time that the lowest 20% spent working alongside them and lessons engaged all learners through quality first teaching and well deployed support staff. Through well targeted CPD, continually developed leaders and a developing curriculum the education received by our disadvantaged children has improved since 2019 even with the challenges presented by the pandemic. This has also been linked to some staff changes.

Our assessments post pandemic show that not all disadvantaged children are attaining at the expected level for their age in line with our targets from our previous strategy.

Of these children:

47% below ARE for maths

41% below ARE for writing

17% below ARE for reading

Teachers and leaders continue to monitor these children with rigour so that intervention happens in a timely manner to continue to close gaps and persistent absence is quickly escalated through the absence tracking policy.

- All subject leaders continued to develop their curriculums (across 3 schools), ensuring that they are sequenced well and focused on key learning to limit the cognitive loads of pupils. CPD was offered to all staff to support their subject knowledge and ability to plan for all children. There was increased evidence of timely 'Keep up' interventions being used, and the use of pre-teaching amongst our disadvantaged children leading to a positive impact on their engagement within lessons and during independent/group activities.

## 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
N/A	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Allocation for 2022-23 Services PP £2880

Measure	Details
Regular TA meetings – highlighting support and interventions to be used	TAs have an additional 10 minutes to contract for early morning meeting with classteacher to focus on particular groups of children with support, questioning and provision for the day
Employment of HLTA with ELSA training. Plus resources to support	Vulnerable children able to access this provision which has increased from 2 x afternoons to 5 x mornings this year.  Little Troopers group started to support sense of belonging and mutual understanding



## Further information (optional)

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