# 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 |  |
| School name | Puddletown First School |
| Number of pupils in school | 148 |
| Proportion (%) of pupil premium eligible pupils | 17 children 11.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-24 |
| Date this statement was published | Sept 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | D Hunwick |
| Pupil premium lead | D Hunwick |
| Governor / Trustee lead | M Miles |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28 223 |
| Recovery premium funding allocation this academic year | £11 520 |
| 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 | £39 743 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***We care enough to try our best in all we do because we are wonderfully made:*** ***made to love,*** ***made to flourish,*** ***made to be unique***  We recognise that not all children who are in receipt, or have been in receipt of Pupil Premium funding are disadvantaged. Similarly not all children who are disadvantaged are registered or qualify for Pupil Premium funding. We therefore use our funding to help support **all** children to reduce the impact of disadvantage.  We recognise that pupil disadvantage can take many forms and that securing good outcomes requires care and vigilance from all staff.  Whilst the Pupil Premium and Covid Recovery funding can help support our children by reducing the obstacles for them to flourish we also need to provide children with the tools and attitudes to meet and conquer adversity. |

## 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 | The impact of Covid-19 on the pupil’s well-being, pupil resilience, independence, managing of emotions. The children emotional readiness to learn |
| 2 | The impact on the pupil’s academic attainment, in particular reading of both background and Covid restriction experience |
| 3 | Securing good early outcomes for communication and language for our children, especially where the restrictions placed upon families due to Covid-19 may have had a negative impact |
| 4 | Managing the impact of poor attendance for identified children when compared to children with good attendance |
| 5 | Ensuring children facing disadvantage are able to fully access the opportunities within school |

## 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 |
| Pupils well-being and emotional management is secure for all our children  *We care enough to try our best in all we do because we are wonderfully made:  made to love, made to flourish, made to be unique* | Children whose well-being and emotional self-management is vulnerable are identified by staff  The school have a range of support and specific interventions available to the children; ELSA, Trick Box, I Can Problem Solve, Trauma Informed School support  All children and in particular the identified children are better able to self-manage their emotions and behaviours |
| All pupils regardless of background or Covid restrictions are able to achieve in line with their peers  *We care enough to try our best in all we do because we are wonderfully made:  made to love, made to flourish, made to be unique* | Children’s current attainment and progress is tracked against past attainment to identify those children achieving less well than could be expected  Staffing within school facilitates timely and effective support that can be offered both in the classroom as ‘keep up’ and as discrete programmes of support to provide ‘catch up’  Class teachers are able to explain, justify and describe the support in place  Identified pupils demonstrate good progress over the 18 month period and attain in line with high expectations |
| All children’s early CL and vocabulary is at least within the expectations of DM in YR and NC in Y1  *We care enough to try our best in all we do because we are wonderfully made:  made to love, made to flourish, made to be unique* | All YR children undertake the NELI screening  2 staff members trained to deliver S&L support (EKLON) to identified children  All children have regular story time, identified children have additional story time and board game time  All children have age appropriate CL skills |
| All pupils have good attendance  *We care enough to try our best in all we do because we are wonderfully made:  made to love, made to flourish, made to be unique* | All attendance is tracked and children of concern are noted  Where appropriate all parents are met with to discuss attendance  Attendance panel used where necessary  All pupil’s attendance is good or at least improving |
| All pupils are able to fully engage in all activities  *We care enough to try our best in all we do because we are wonderfully made:  made to love, made to flourish, made to be unique* | Where needed financial support is provided to ensure that family income does not limit pupil’s engagement in the life of the school  All children have equal access to all activities |

## 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: *£ £750 (S&L training);* All other costs will be calculated within targeted *support* and *wider* strategies sections

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| We have recruited additional TA staff to facilitate a number of our strategies to tackle disadvantage | * Additional TA capacity enables the class teacher to deliver T&L to ½ classes. Post lock down this was identified as effective in enhanced pupil progress – summer term 2021 * Additional TA capacity enables trained and directed staff to deliver specific programmes of support – enabling us to meet our ‘keep up and catch up’ aims * Trained and directed staff are able to deliver ELSA and specific (Trick Box and I Can Problem Solve) to support pupil’s emotional resilience and management of feels and behaviours. This was in place to support an identified cohort last academic year and was successful in supporting a smooth transition to Middle School | 1,2,3 |
| 2 Members of staff have been trained to deliver S&L support  EKLON S&L £750 | * Within our EY (YR and 1) we recognise that good CL outcomes are crucial to later academic achievement. Access to professional S&L services are limited for all the children we would like to support | 3 |

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

Budgeted cost: £ *£32904*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional TA provision enable all classes to have full time TA support. This enables support for English and maths to be provided in the classroom – *keep up*  *KS1 to have additional TA to support learning across the morning £11 359*  *KS2 to have additional TA to support learning across the morning £11 818*  *Additional TA support to facilitate learnig – CL focus in YR*  *£5000*  It also enables specific interventions required for children with misconceptions and who haven’t achieved the T&L aims to be delivered on the same day – *catch up*  *Additional TA time provided within the afternoon sessions*  *£4727* | * During lockdown 2 it was evident that the small key worker classes made better than expected progress in their learning, in particular those children vulnerable of not achieving an ARE. On the full return it was clear that some children had greater learning gaps than others. As a school we have set ourselves an 18 month challenge to close these gaps with deep learning. Additional TA support will enable class teachers to establish ½ class groups to deliver key learning in maths and English. The class teacher will deliver this learning whilst the TA will undertake reinforcing learning activities or other curriculum areas such as art.   Additional TA staff will work alongside identified children in class to reduce the amount of pupil withdrawal (*keep up)* the importance to pupil well-being of being *in* the classroom as much as possible was also identified from our lockdown experiences | 2 |
| S&L – 2 staff to be ELKLAN trained to deliver S&L across the school  £750 (previously costed) | Good S&L is key for communication, reading and writing. We are able to support children well using a recognisably effective programme delivered by trained staff | 2,3 |
| Learn to Move, Move to Learn – 2 staff trained to deliver the programme across the school | Ensuring all pupils PD outcomes are in line with peers | 1,2 |

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

Budgeted cost: £ *7902*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Parent support worker role to be established – 1 afternoon a week  £1575 | * Our experiences from delivering 2 initial Trick Box parent workshops and of supporting parents within lockdown highlighted to need for the school to work more proactively with parents. The current staffing structure allows us to have a dedicated afternoon a week to develop this role | 1,4,5, |
| Specialist TA provision for supporting pupil behaviour and managing emotions  £4727 | * Prior to the period of school lockdown we had spent time reviewing our approach towards pupil behaviour and identified the need to provide additional support for identified children using our existing resource, Trick Box and new PD, I Can Problem Solve.   The impact on some of the children of restricted access to school during lockdown 1 placed them at increased risk of exclusion due to disruptive behaviours. We introduced a structured programme of support to ensure a good transition to Middle School. In 2021 there were no exclusions and the children have moved on to the Middle School successfully. We will be ensuring that all children who need it are given additional support to manage their feelings and behaviours positively  It reflects our aim to meet the emotional needs of all our pupils before we meet their academic needs | 1 |
| Specialist ELSA provision  £1600 | * The ELSA has also undertaken Trauma Informed Schools Training to ensure that the school is able to provide timely support to children and families experiencing difficulty. This has been a valuable and effective provision for a number of years supporting children through a variety of difficult events; parental separation, bereavement, peer difficulties etc | 1 |
| Funding for all pupils eligible for PP funding or who we identify as disadvantaged to ensure full engagement in school | * Offsite visits, including the Y4 residential visit are an important part of school life and memories building. We ensure that all children are able to take part * Any child wishing to learn an instrument is able to regardless of ability to pay * Funded places in wrap around are available to support parental working * All PP families are provided with a key ‘offer’ to support uniform etc | 5 |

**Total budgeted cost: £** *41556*

# 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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |
| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*  *COVID -19 caused significant disruption to school life through ‘bubble requirements’ and National School Closures.*  *At all times PP eligible and other vulnerable children and families were identified as a priority. They were always offered a school place during the period of school closure.*  ***Aims of 2020/21 Strategy***  **To reduce the gender gap of underperforming boys in English**  **Pupils achieve an ARE in English with a specific focus on acquisition of good CLL in EYFS and Phonics in EYFS, Y1 and Y2**  A range of interventions were delivered by staff to target children/groups matched to identified needs  Girls outperformed boys by 6% in Reading, 9% in Writing when judged against expected outcomes  10/19 children eligible for PP funding achieved an ARE in English, all children made expected progress  **Children receive strong pastoral care ensuring that their emotional needs are well met.**  A full programme of support from a timetabled member of staff trained to deliver Trick Box and I Can Problem Solve  All children were able to fully participate in class based learning, all children were able to participate in day visits and activities. 2 children in Y4 chose note to take part in the residential visit but participation was offered.  There were no exclusions in the Summer term  **Identified parents to be invited to attend Trick Box parent sessions.**  2 members of staff were trained to deliver Trick Box workshops for parents and 1 course was completed before lockdown  **To ensure that pupils with disadvantage (economic, family, environmental) have access to a rich cultural experience, including experience of literature**  All children took part in all off site visits including the Y4 residential who were eligible for PP funding.  Music lessons were offered to all children eligible for PP funding, 2 children took up the offer  Uniform package offered to all children eligible for PP funding  All PP eligible families were supplied with additional food packs in lock down |