

Pupil Premium Strategy Statement 2021-2023

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	Pollington-Balne CE Primary School
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Pollington Governing Board
Pupil premium lead	Susie Arnold
Governor / Trustee lead	Laura Horrocks

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345x 3= £4035 21/22 £1345x6 =£8070.00 22/23
Recovery premium funding allocation this academic year	£2000(min)
Pupil premium funding carried forward from previous years	£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	=£6035 21/22

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pollington –Balne CE Primary School Pupil Premium

The pupil premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The pupil premium is aimed at addressing the current underlying inequalities which exist between pupils from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly lower than the national average

The pupil premium grant also provides funding for pupils who have been looked after continuously for more than six months and the pupils of service personnel.

Our Intent

All members of staff and the governing board accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. "It is vital that schools get this right" Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Overcoming barriers to learning and reducing social inequality is at the heart of our pupil premium grant use.

We understand that needs and costs will differ depending on the barriers to learning being addressed for each individual. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate funding accordingly with the limited budget. In order to decide on best use of funding we consider research conducted by the EEF to guide our decision making.

Our priorities are as follows:

- We ensure that teaching and learning opportunities meet the needs of all the pupils including the most vulnerable. (including PP)

- 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 pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils needs, so that they are fully aware of strengths and weaknesses across the school.

Achieving the Objectives

The range of provision the governors consider making for this group include and would not be limited to:

- Improving whole school teaching approaches through CPD and coaching for both teachers and teaching assistants.
- 1:1 support through the use of the National Tutor Programme
- Additional small group or 1:1 teaching and learning opportunities provided through trained TAs
- Supported funding for activities such as educational visits such as day trips and residentials ensuring pupils have first-hand experiences to use in their learning in the classroom
- Support the funding of specialist learning software such as licences for Nessy etc
- Support social emotional support to support activities to improve behaviour, engage and promote school values and thus enhance learning. e.g. ELSA, Forest School
- Support for transition into EYFS , from primary to secondary and transition internally.
- To extend PE provision by incorporating PAL (Physical Active Learning Principles) provision.
- Support activities to improve engagement and reduce incidents of inappropriate behaviour

All our work through the pupil premium will be aimed at developing more access to stronger learning and accelerating progress, aiming to move pupils closer to a age-related expectations and beyond.

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

Challenges

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

Challenge number	Detail of challenge
1	To ensure vulnerable pupils including PP accelerate progress and narrow the attainment gap on their peers.
2	To support pupils social and emotional mental health (including PP) to strengthen engagement
3	To improve attendance and punctuality of vulnerable learners(including PP) to there is consistent access to learning

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
Progress in reading To accelerate progress in reading (including phonics) so pupils narrow the gap on their peers 3/6 reach EXS+	For pupils to make good and better progress from their starting point each year. Evidence using a range of assessment criteria, phonic assessment, Scholar Pack, NFER tests and Birmingham Toolkit
Progress in writing To accelerate progress in writing (including spelling) so pupils narrow the gap on their peers 2/6 to reach EXS+	For pupils to make good and better progress from their starting point each year. Evidence using a range of assessment criteria Scholar Pack, NFER tests SPAG and Birmingham Toolkit

Progress in mathematics To accelerate progress in reading (including phonics) so pupils narrow the gap on their peers 3/6 reach EXS +	For pupils to make good and better progress from their starting point each year. Evidence using a range of assessment criteria Scholar Pack, NFER tests and Birmingham Toolkit
Increase family engagement reducing absence All above 90%	Ensure attendance of disadvantaged pupils is improving and is closer to at or above 96% and PA is above 90%
Improve attitudes to learning	Increase the % of engagement in lessons to 100% Reduction of the number of behavioural incidents on CPOMs systems

Activity in this academic year

See Pupil Premium /Vulnerable Group Action Plan

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: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>UPS /Experienced teachers to have release time to mentoring and coaching others</i> (Supply costs of release for staff member to be confirmed) £ 2,400	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified members of staff who will take on coaching of others	1
<i>Training in metacognition for all staff and pupils</i> £ 0	EEF(+7months) Metacognition guide Work with staff and pupils to understand the importance of metacognition Train pupils in using metacognition strategies and expect them to apply these to their learning	1

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

Budgeted cost: £ 15,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
6 pp pupils to receive 1:1/1:2 catch up provision from NTP (additional pupils to access) £ 1332	EEF (+5) Teaching and learning toolkit 1:1 /Small group tuition is defined as one teacher or professional educator working with one to three pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 3/4 cohort need support to address basic skills in all areas. NTP tutoring for Maths and English with SEN pupils accessing 1:1 provision to narrow the gaps	1
<i>Additional TA support to take small groups for additional teaching in speech and language reading-phonics-writing-maths-£11,698</i>	EEF (+4 months) (Using making the most of teaching assistants to further develop skills) Training in specific programmes such as NELI, Read,Write Inc etc https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of	1

	high-quality interactions they have with their classroom teacher both in and out-of-class. Tas should be trained	
Purchase of IT programmes to support acceleration in progress in spelling. Nessy £260 21/22 £280 22/23	Programme to support with regular practise of spelling at home and school. Last year https://helenarkell.org.uk/documents/files/Evaluating%20Impact%20UK.PDF	1
ELSA worker to support pupils £2652.40	EEF (+4months) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. Evidence will be through case study observation % of engagement, self esteem questionnaire	2

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

Budgeted cost: £ 1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement mentor assigned to family (parent and child)</i> £ Time	EEF (+2months) Mentor to link with the family to monitor attendance , sign post parents for support or events in school that can	3

	help them with knowledge of how to help their child at home.- ½ termly Mentor can link with the pupil once a week to check on learning , goals targets and attitudes, talk about meta-cognition strategies and celebrate attendance and punctuality.- weekly We define parental engagement as the involvement of parents in supporting their pupil's academic learning. It includes: • general approaches which encourage parents to support their pupils with, for example reading or homework; • the involvement of parents in their pupil's learning activities; and • Encouragement and engagement re attendance Evidence improvement in attendance Improvement in scale of how a pupil is feeling about coming to school	
<i>Additional physical activity</i> <i>£ 1800</i>	EEF(+ 1months) Access for some to additional physical activity – PE and Forest School . This is to increase engagement in learning and practise self-regulation in social situations	3

Total budgeted cost: £ 20,162

21/22