

## 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	St Ippolyts CE Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachel Peddie
Pupil premium lead	Felicity Nichols
Governor / Trustee lead	Helen MacInnes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25555
Recovery premium funding allocation this academic year	£9380
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	£34935.00

## Part A: Pupil premium strategy plan

### Statement of intent

*Our school aim is: “To provide the best possible education for each child as a unique individual, within the context of a caring, Christian community.”*

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*

*We also consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or who have faced significant adverse experiences (Eg bereavement). The actions in this plan will also support their needs, regardless of whether they are disadvantaged or not.*

*High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Class teachers remain accountable for the progress of all children and are responsible for planning interventions and small group focus (with support from other professionals eg. Inclusion Manager, external agencies etc). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.*

*For 2021-2022, our strategy is also integral to wider school plans for education recovery, post Pandemic. This will be delivered through providing targeted support via the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will use the existing school processes of termly assessment, review and Pupil progress scrutiny to ensure the right children are targeted for support. We will continue to work in strong partnership with parents to ensure information, support and feedback is effective at supporting individual children.*

### Challenges

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

Challenge number	Detail of challenge
1	Progress in writing across the school has been affected during the periods of school closure due to the Pandemic. This includes both physical stamina for handwriting (and development of fine motor skills in the very youngest children), as well as being able to construct and write in line with age related expectations.
2	Our attendance data shows that, when looking at the number of children who are 'persistently' absent (attendance less than 90%), children who are eligible for Pupil Premium, are proportionately more likely to have poor attendance than other children.
3	Our assessments and conversations with pupils and families have identified social and emotional issues for many pupils – notably due to poor individual and family mental health and a lack of enrichment opportunities during school closure during the Pandemic. These challenges have particularly affected some disadvantaged pupils.
4	For some disadvantaged children, home learning (spellings, reading and weekly homework) is often required to be completed independently from a young age. This is often for a variety of complex reasons, but may include: parents who work long hours/shift work, parents who feel unable to support due to lack of confidence in their own literacy and maths skills, parents who are already supporting high need siblings or caring for extended family members, or because children themselves are Young carers.

## 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
All children have good attendance at school	Number of children with persistent absence reduced (less than 90%). Reduction in the proportion of children who are PP eligible who have persistent absence (when compared to the rest of the cohort)
Effective use of the School-led tutoring programme means that targeted children make accelerated progress especially in writing	Targeted children make good progress against their objectives. Attainment gap closing between targeted children and their peers.
Home Learning more consistently completed by PP children	Learning powers embedded so children know how to learn independently at home – KS2 children taught homework strategies eg. timetabling, what to do if stuck etc. Increase use of technology (Eg. Bug Club, TT Rock Stars, Google classroom) so children can access. Continue to send home weekly library books so all children benefit from reading quality texts for enjoyment.



## 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: £ 21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide high quality training for teachers</i>	Teachers need to be up to date with the latest strategies used to improve the attainment and progress of Children eligible for PP. Quality Wave 1 teaching will also have a positive impact on all children.	1,3,4
<i>TA Support for classes with high number of children eligible for PP.</i>	Planned class TA support will allow teachers to plan for more differentiated teaching within the core Maths and English curriculum. It will also allow for specific interventions to be highly tailored towards current individual needs and learning objectives (matching the teaching curriculum)	1,3
<i>Whole School Focus on Mental Health – achievement of the Mental Health Kitemark</i>	Mental health issues for both children and families can have a significant impact on learning and development both within school and at home. Early identification of needs and early help support via a whole school approach is proven to have an impact on progress and attainment.	2,3,

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

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups (up to 3)	1,2,3,4

<i>has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i>		
<i>Support for Home Learning – technological (eg. Bug Club, TT Rock Stars), adult input (Eg. Sam Learning after school Club) and explicitly teaching home learning study strategies in class.</i>	<p>Home learning continues to be an important strategy for consolidation of learning.</p> <p>Where barriers can be overcome, disadvantaged children can access home learning to the same extent as their peers.</p> <p>Evidence from whole school surveys shows almost all children within our school have access to a device which could be used for home learning (including most children eligible for Pupil Premium).</p>	1,4

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

Budgeted cost: £ 7935

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Subsidies of trips and clubs. Provision of school uniform using PP budget.</i>	<p>Allowing all children to attend after school clubs, trips and enrichment activities (after such as swimming and PGL Residential) ensures all children have the same opportunities as their peers.</p> <p>Supporting parents by being discreet and responsive to financial pressures, reduces stress and worry on family life.</p>	2,3
<i>Paying for external support services, for example Educational Psychologists assessments, therapy and counselling sessions</i>	<p>Early identification and the ability to meet needs quickly is often associated with better outcomes for children.</p> <p>Waiting lists can be incredibly long, so the flexibility to respond quickly to children in crisis and need, is important</p>	1,2,3,4
<i>Contingency fund for acute issues</i>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	1,2,3,4

**Total budgeted cost: £ 34,935**

## 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.

*During 2020 -2021, the Pupil Premium was used flexibly to meet the needs of children both in school, and outside of school whilst remote learning was taking place.*

*6 new chromebooks were bought and distributed to children, alongside vouchers for internet access. Food provision parcels were augmented by school to ensure families received a good quantity and quality of food, when children were not accessing FSM at school.*

*During 2020-2021 and the period covered by the Recovery curriculum, a focus on improving physical fitness and stamina was identified, as many children had lost this during extended time learning from home. Wellbeing Week for all children was brought forward to October 2020 to support a return to full time school following the pandemic.*

*From our data, it appears that school closure was most detrimental to our disadvantaged pupils and this is in line with most other schools across the country, and despite the additional focus and support during lockdown to help PP children engage in online learning.*

### 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*

<b>Programme</b>	<b>Provider</b>
Bug Club	Pearson
Nessy Reading and Spelling	Nessy

## Further information (optional)

### **Additional Activity**

*Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium and which forms the strategic priorities in our School Development Plan.*

*We will continue to provide a number of enrichment days for all children including Arts Days, Science Days, Sports Days and RE Experience days. Diversifying the number of different sports that we learn at school (such as Archery, Boccia, Table tennis) will ensure all children get an opportunity to find enjoyment in physical activity.*

*There will continue to be a high focus on Mental Health and Wellbeing. The school has recently been awarded the Mental Health Kitemark, and ongoing review and annual planning will ensure that best practice continues to be adopted in this area. Wellbeing Week is now an established annual tradition.*

### **Planning, implementation and evaluation**

*We looked at a number of reports and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.*

*We used the EEF Guide to the Pupil Premium (Autumn 2021) to help us develop our strategy.*

*We have a robust evaluation framework in place for assessing the impact of our actions on termly pupil progress and attainment, which involves class leaders and Heads of Key Stage, as well as the Inclusion Manager and Headteacher. Whilst this 3 year plan sets out the direction of travel, we will adjust our plan over time to secure better outcomes for individual children.*