

# Pupil Premium Strategy Statement (including Premium Recovery)

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	Send C of E Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	10.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Executive Headteacher
Pupil premium lead	Deputy Headteacher
Governor / Trustee lead	Resources Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,698
Recovery premium funding allocation this academic year	£29,500
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	£83,198

## Part A: Pupil premium strategy plan

### Statement of intent

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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Attainment Gap in writing between those eligible for PP and non-PP
2	Attainment Gap Between Those Eligible for PP and non-PP
3	Development of Children's Emotional Resilience & Positive Learning Behaviours

## 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
Diminished Attainment Gap in writing between those eligible for PP and non-PP	The quality of Wave 1 teaching of writing through Talk4Writing approach will be improved.
Diminished Attainment Gap Between Those Eligible for PP and non-PP.	Analysis of progress data for whole cohort and PP children and case studies of individual PP children.
Development of Children's Emotional Resilience & Positive Learning Behaviours	HSLW contact log updated monthly and Individual case studies of children

Recovery Intended outcome	Success criteria
Diminished Attainment Gap	Analysis of progress data for whole cohorts.

## 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: £5,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teachers to improve the quality of Wave 1 teaching of writing through Talk4Writing approach.	Talk for Writing is an engaging teaching framework which following a study by the University of Cumbria has been shown to positively impact on pupil progress and attainment in writing. The strategies of orally rehearsing before shared/guided writing before independent writing has shown to be particularly effective for low achieving pupils and develops pupil's range of vocabulary.	1
Purchase of KS1/Lower KS2 intervention resources e.g. Rapid Reader.	There is evidence that a combination of literacy approaches is likely to be more effective than any single approach and studies indicate that involving parents in developing early literacy strategies can be beneficial. As such, phonics and early reading will be supported by the use of Rapid Reader at both home and school.	2

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

Budgeted cost: £41,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Assistants across EYFS, KS1 & KS2 to target children in class, as well as in interventions. This support will be directed by the Inclusion Lead and the SBM in response to termly data tracking meetings.	Close the attainment gap between the children eligible for PP and those who are not. This support needs not to be generalised support but targeted within the classroom or high quality delivery of 1:1 or small group interventions for which the LSA is trained to deliver (EEF).	1 and 2
Use of National Tutoring Programme to close the gap in attainment as a result of Covid-19. Children identified	Use of government approved national tutors/locally sources tutors to target small group or 1:1 pupils to deliver intervention.	1 and 2

through tracking to not be on track to meet ARE.		
Home School Link Worker, who is ELSA trained, will put in place individualised specialised programmes for individuals and families to target social emotional learning. This will improve participation and enjoyment in school as well as overall attainment. Cost also includes supervision for the HSLW & ELSA training. NB. ELSA = Emotional Literacy Support Assistant.	EEF research shows that this type of social emotional learning intervention 'have an identifiable and significant impact' with children making up to four months' additional progress on average.	3

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

Budgeted cost: £6,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children issued with £25 termly vouchers which they can choose to spend on uniform, clubs and enrichment activities.	All pupils have access to the equipment they need and have a broad range of experiences in school, increasing the percentage of children attending extra-curricular activities.	3
Fund board and lodgings of Yr 6 residential trip 2022/23 for 11 PP children (£212 for per pupil / 55% of PGL cost)	All pupils have access a broad range of experiences and can participate in extra-curricular activities.	3
Purchase daily milk as requested by individual families eligible for PP- approx. 25% of children took this up in 2020-21	Public Health England's research shows that if children have a balanced diet, they show an increase in concentration and memory scales (School Food and Attainment, Review of Literature).	3

**Total budgeted cost: £53,698**

## Recovery Strategies

Budgeted cost: £29,500

Activity	Evidence that supports this approach	Frequency
Additional teacher to support any gaps identified within the curriculum and support pupils to catch up.	Small intervention groups for pupils that have been identified.	Flexible responsive extension work dependent upon the needs of pupils that have been identified through teach tracking with Senior Leadership Team.

## 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.

Children are beginning to build learning resilience when facing new learning experiences and are able to tackle more challenging work independently. In 2020-2021 we had a greater number of children accessing ELSA support, helping their emotional wellbeing.

Rapid reader was purchased and has been used in years 2, 3 and 4. This has helped to support reading at home for targeted children and has increased engagement. Further intervention for years 5 and 6 include Read Write Inc - Fresh Start. Expected progress has been made in both year groups as identified in the provision review.

Intervention analysis has shown that those led by LSA's are more cost effective based on the fact that the outcomes are the same or better than those led by teaching staff due to the fact they can be carried out more frequently throughout the week.

HSLW has worked with all PP families this year – contacted during lockdown. Of these, 15 have received regular support from HSLW. 12 PP children have worked with ELSA's this year to support them in developing their Emotional Literacy further. This has been a vital role following the return to school after the Covid-19 pandemic.

### 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
Metacognitive Approaches	
ELSA training	Surrey County Council
Read Write Inc – Fresh Start	Ruth Muskin