

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	Taddington and Priestcliffe CofE Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	11.8% (7 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	James Handley
Pupil premium lead	James Handley
Governor / Trustee lead	helen woodruff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,415
Recovery premium funding allocation this academic year	£2000 School led tuition £708
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	

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our job is to educate our children so that they can make the world a better place. It is our intent that the curriculum, and the teaching and learning within it, meets the needs of all pupils, regardless of their ability or background, so that all children develop academically, culturally, physically, socially and creatively.

Where necessary, our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our disadvantaged pupils. Variation of need is determined by analysis of pupil data and tracking alongside a discussion with parents, pupils and staff and informed by research information on how to maximise the use of pupil premium funding and impact on pupil progress. Ambition Institute found that the progress gap between persistently disadvantaged students and the non-disadvantaged national average has grown from 11.8 months in 2010 to 20.1 months in 2015 – a drop of 8.3 months. This has been exacerbated at a national level due to the impact of the global pandemic. A significant proportion of our school is classed as disadvantaged (22%) therefore constructing a school that closes the disadvantage gap is fundamental in our goal of ensuring all of our children leave our school meeting their full potential in terms of academic outcomes with:

- an ability to reflect, discuss, evaluate and think critically
- an ability to be an engaged and effective life-long learner
- respect and tolerance for themselves and others
- enhanced understanding and knowledge of the world, both locally and globally
- an understanding of how one's own character and social, cultural, spiritual and moral development are key to becoming active and useful members of society.

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an

effective teacher is in front of every class, and that every teacher is supported with appropriate CPD to keep on improving. Where pupils are at risk of falling behind and not making at least expected progress from their key stage 1 starting points, school implements a range of targeted academic support in order to ensure disadvantaged pupils move back on track. Furthermore, a range of wider strategies are implemented to identify and overcome non-academic barriers to success in school. Setting priorities is key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	1 Due to Covid, weaknesses in learning behaviours, e.g. lack of independence or resilience, forgotten good learning behaviours as a result of lockdown. Some PP children display low attainment and slow progress rates. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	2 Social, emotional and behavioural problems affecting wellbeing and progress, especially related to COVID 19. Attendance and punctuality.
3	3 A significant percentage of children demonstrate poor speech and language skills on entry, coupled with limited vocabulary.
4	4 Limited vocabulary and experiences resulting in weaker writing, inference as well as having the ability to make links across the curriculum

5	5 In maths planning needs to be more precise and detailed to ensure complete coverage. Basic fluency skills and key number facts are required.
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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
<p>Pupils are exposed to a wide range of vocabulary to improve comprehension and spoken language as well as being able to make links across the curriculum.</p> <p>All speech and language needs identified at an early stage and children engage with intervention programmes. Develop opportunities for oracy across the curriculum</p>	<p>Writing and reading assessments show that 90- 100% of disadvantaged children have made expected progress.</p> <p>Vocabulary is displayed and knowledge organisers are part of QFT in classrooms.</p> <p>Writing moderations with other schools show that our children's progress is comparative with other schools.</p> <p>Early Language Intervention by the end of the summer shows impact and improvement the listening, narrative and vocabulary skills in EYFS</p>
<p>To ensure disadvantaged pupils consolidate basic skills and access recovery programmes as needed. Targeted support for pupils – providing focused 1:1 support and small group teaching to close learning gaps in core subject areas and raise the number of children reaching and exceeding national expectations. Children joining the school mid-year or mid-key stage to have needs assessed promptly and access to targeted support as appropriate</p>	<p>End of summer 2022 and 2023 data will show that 90 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>To ensure misconceptions are swiftly addressed in the lesson or just after. Feedback is immediate and corrective teaching swiftly put in place by all adults</p>	<p>Retrieval practice is evident at the start of lessons -</p> <p>Children address misconceptions with a blue editing pen</p> <p>Books show learning moving on. - Books show evidence of verbal feedback, self- assessment and peer assessment</p>
<p>To provide nurture/counselling to all children who need well-being support to be ready to access learning</p>	<p>SENCo, class teachers and Head teacher identify and support families and children to alleviate barriers to learning. -Identified children</p>

	<p>to have a personal support plan, a mentor, positive play, Lego Therapy sessions with support staff - A trained counsellor to be employed by the school to provide 1:1 counselling and a mindfulness intervention group</p> <p>-Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. -Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible</p>
<p>All disadvantaged pupils will show continued improved attendance and punctuality</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non disadvantaged pupils (96+%) - Monitoring of attendance and lateness by Headteacher brings about an increase in PP pupils' attendance and a decrease in persistent absence. - Attendance Policy to be reviewed by governors so it is watertight.</p>
<p>To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning. To ensure they have access to a range of social/cultural/sporting experiences, visits and activities.</p>	<p>-The curriculum provides pupils with exciting, varied and independent learning. Recall and retrieval techniques are employed at the start of each lesson. -Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children. - Teachers and support staff will plan a wide range of visits and experiences in school and out to inspire/enhance learning and make it memorable. -Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>

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: £15,234

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra teacher in the Junior phase to enable 4 mornings of small group teaching to Y5 and Y6. The increase from 0.3 to 0.76 enables the Y5 and Y6 children to have targeted teaching for 5 mornings each week</p>		1,2,3,4,5
<p><i>Extra teacher in Reception (increase to from 0.9 to full time) enables the Reception children to be taught for the majority of time as a single class group rather than being grouped with Y1 and Y2. This also supports a smaller Y1 and Y2 class (without a third year group {R})</i></p>		1,2,3,4,5
<p><i>Feedback - All staff will receive appropriate CPD to facilitate development and high quality teaching and live feedback. Teachers will give pupils opportunities to consolidate key skills with particular focus on disadvantaged children. Teachers will use accurate formative assessment to adapt teaching sequences to pupil need. Collaborative learning to be a part of QFT.</i></p>	<p>Evidence from EEF Teaching Learning Toolkit. Impact is high and cost low. Evidence of impact from other local schools oral language interventions encouraging pupils to read aloud and then have conversations about book content with teachers and peers modelling inference through the use of structured questioning group or paired work that allow pupils to share thought processes implicit and explicit</p>	1,2,4,5

	<p>activities that extend pupils.</p> <p>Dylan William, Teachers' Toolkit presentation attended by HT showed the impact of 5 different types of feedback.</p> <p>Evidence from EEF Teaching Learning Toolkit.</p>	
<p><i>To embed a complete systematic synthetic phonics programme in Ks1 and KS2</i></p>	<p>RWI and phonics training purchased- training given to all staff including KS2 teachers</p> <p>Afternoon intervention catch-up groups. DfE and Ofsted are recommending an SSP as an alternative to Letters and Sounds.</p>	1,2,
<p><i>S&L Assessments for YR and Y1 carried out by end of term 1 Case load revised for Speech and Language therapist and new referrals made. School to apply to take part in Nuffield Early Language Intervention and YR staff to receive appropriate training to deliver the intervention. Opportunities to develop oracy and vocabulary across the curriculum.</i></p>	<p>Underachievement in Speech and Language evident in summative data, pupil progress reviews and in some children's learning and every day conversation. S+L interventions for current year 1 were disrupted due to COVID-19</p> <p>Approx 1/3 of YR/Y1 pupils identified as needing support from Speech and Language Link assessments</p> <p>Evidence in spelling, reading and speech levels / scores Some children have not accessed NHS services when there has been a need. EEF Evidence Summary</p>	3
<p><i>1:1 assessments for reading and gap identification for most vulnerable learners across school. Purchase adaptive assessment and learning</i></p>	<p>EDF toolkit for reading</p>	1,2,

<i>software and implement CPD programme (STAR ASSESSMENT)</i>		
<i>1:1 and small group reading intervention in classes and as part of an intervention programme in school. Skills to focus on vocabulary, background knowledge , making connections etc.</i>		1,2

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

Budgeted cost: £ [4725]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and SENCO complete half termly review of interventions		
<i>Teachers to complete impact statements to provide evidence of outcomes and plan for next steps. Document on class provision maps.</i>		
<i>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</i>		
<i>FFT reading and writing interventions for PP children are in place for those who are not making sufficient progress or reaching the expected standard</i>	Recommendation from educational psychologists and specialist teaching service. Presently used for spelling and immediate results seen	1, 4
<i>Use of precision teaching, 1:1 reading sessions and high quality phonics sessions to accelerate progress of disadvantaged pupils, ensuring they match the progress of their peers</i>		
<i>Number stacks (fluency with number) interventions are in place for PP children who are not making sufficient progress or reaching the expected standard.</i>		
<i>School Led tuition/recovery premium is targeted towards PP children who are not making</i>	Tutoring – focus on UKS2	4,5

<i>sufficient progress or reaching the expected standards. Sessions are delivered by an experienced teacher in school.</i>	Advice from DfE for use of the Recovery Premium.	

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

Budgeted cost: £ [1230]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one pastoral support (rt therapy, theraplay, social groups)</i> A trained counsellor to be employed by the school to provide 1:1/counselling and a mindfulness intervention group so learning can be accessed.	Improving Social and Emotional Learning in Primary Schools EEF(educationendowmentfoundation.org.uk) We have also seen impact in the last academic year with individual case studies.	2,
<i>Children are supported to set up their own lunchtime clubs including art club, knitting club and craft club.</i>		3
<i>To ensure they have access to a range of social/cultural/sporting experiences, visits</i>	To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning. Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit	4
1:1 and small group gross motor skills, balance and concentration interventions are delivered to identified PP children		4
<i>Half-termly safeguarding meetings with Head teacher, and Assistant Headteacher. Focus on PP children. Specific targeted programmes of creative arts</i>	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil	

SENCo and Headteacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils	premiumhow-schools-are-spending the fundingsuccessfully.	2
Parents classes delivered by Clinical Psychologist and Early help worker		3, 4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

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 certainly impacted on our children's progress.

A counsellor was employed to support staff alongside the SENCo. Pupil Premium was spent on: extra curricula activities in Terms 5 and 6 such as climbing walls, cycling and music tuition, and assessment packages and adaptive learning software to support with targeted learning, assessment teaching and intervention. The school received

£ 8750 (5 pupils)

Attendance for non disadvantaged 94.43%

Attendance for disadvantaged 92.69%

Available upon request in schools

Progress case study in Maths

Progress case study in Reading

Progress across learning interventions

Pupil Premium (Y1-6)

	<i>September 20 (partial school closure January)</i>	<i>March 21 Post Lockdown</i>	<i>July 21</i>
Reading	42% EXS	42%EXS	57%EXS
Writing	57%EXS	42%EXS	57%EXS
Maths	42%EXS	42%EXS	57%EXS

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.