

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	Rode and Norton St. Philip First School Federation
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	9% (Jan. 20 census) 11 chn 11% (Oct. 20 census) 13 chn Oct 21 census 13 (10.92%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 21-July 22
Date this statement was published	29.12.21
Date on which it will be reviewed	July 22
Statement authorised by	Georgina Muxworthy, Head Teacher
Pupil premium lead	Georgina Muxworthy
Governor / Trustee lead	Valerie Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,555
Recovery premium funding allocation this academic year	£1,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£34,355

Part A: Pupil premium strategy plan

Statement of intent

Our Federation consists of two schools. We receive separate PPG allocations for each school but run one budget and one School Development Plan. We employ staff across both schools and combine allocations to achieve maximum benefit to the greatest number of pupils. 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.

In making provision for Pupil Premium pupils, we recognize that not all pupils in receipt of free school meals will be low-achieving. 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, usually English and Maths. 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.

To ensure support is effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- use accurate assessments to identify need and 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	Early childhood attachment and bonding issues affecting children's behaviour and learning focus
2	Children's lack of vocabulary and oracy skills impacting on their ability to express their knowledge and ideas
3	Children's poor phonics skills affecting comprehension and fluency when reading
4	Children's ability to write impacted by inability to segment and blend phonic sounds
5	Emotional and mental wellbeing
6	Access for all children to extra-curricular activities

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
1. All children feel safe, supported and ready to learn in school and are able to self-regulate	<ul style="list-style-type: none"> • Thrive assessment scores will increase following 12-week intervention • Off-task and behaviour incidents decreased in classroom
2. Children will increase topic and tier 2 vocabulary knowledge demonstrated in oral discussions and written work.	<ul style="list-style-type: none"> • Children's written work includes more technical/topic-related vocabulary • Children are confident to speak in front of a large group in fluent sentences • Children are able to explain what their understanding and subject knowledge
3. Children will read with increased fluency and be able to discuss what they have read and use inference skills	<ul style="list-style-type: none"> • Increased number of children will reach age-expectations in Reading comprehension (measured using NFER tests in yr. 2- 4) • Children learn to read with expression and prosody
4. Children are confident to blend and segment phonic sounds when reading and writing	<ul style="list-style-type: none"> • Increased number of children pass Year 1 Phonics test • Children who failed phonics test in Year 2 increase their score when repeating test at end of year 3
5. Children have a positive self-image and improved emotional and mental well-being so they are ready to learn	<ul style="list-style-type: none"> • All children engaged in their learning and decrease in low-level disruptions • Pupils to have a sense of emotional maturity • Pupils better able to maintain friendships

	<ul style="list-style-type: none"> • Pupils to take risks in learning and cope with challenges (all evidenced through Boxall profiles)
<p>6. All children benefit from access to after-school clubs, trips, year 4 residential, musical instrument tuition and sports activities.</p>	<ul style="list-style-type: none"> • All PPG children access at least one extra-curricular club • All year 4 children are able to attend to Mill on the Brue residential week

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: £23.439

Activity	Evidence that supports this approach	Challenge number (s) addressed
Extra T.A support in year R, 1 and 2 classrooms to develop vocabulary and speech	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
HLTA French teaching for years 1-4	<p>Education Endowment Arts Participation research</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,6,
CPD on Thrive strategies for Teachers and T.As	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 5
Purchase of NFER diagnostic termly assessments for Reading, SPAG and Maths Purchase of standardised diagnostic assessments.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	3,4,

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,878 (TA)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra T.A small group and individual phonics support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4
Daily reading practice for fluency and comprehension 1:1	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3, 4

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

Budgeted cost: £3038 (£1800 Thrive, £900 Trips £338 ELSA)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Thrive Intervention with a trained Thrive practitioner for individuals and small	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	1, 5,

groups and purchase of Thrive licences	performance, attitudes, behaviour, and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
ELSA Intervention for children with social and emotional challenges	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 5,
Funding used to subsidise PP children's access to Year 4 residential, trips, extra-curricular activities in drama, dance, art, football, singing and individualised musical instrument tuition	Education Endowment Arts Participation research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5, 6,

Total budgeted cost: £ 34,355

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils, similarly to all pupils, was lower than in the previous year in key areas of the curriculum such as reading, writing and phonics. All Pupil premium children did make progress but this was hampered by lack of access to targeted interventions and extra-curricular activities during school closure and limited opening. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Reading levels were 5% lower than in a non-Covid year. Children working at age-related expectations in writing were 10% lower than in 2018/19.

7 of the 11 Pupil premium children still managed to achieve age-related expectations in Reading, Writing and Maths in the summer of 2021. Of the remaining 4 children

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Our After-school clubs reopened in April 2021 which Pupil children were then able to benefit from.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No Service children
What was the impact of that spending on service pupil premium eligible pupils?	n/a