

Pupil premium strategy statement 2021-22

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	Stokeinteignhead Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	April 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Martin Harding & Joanna Crathorne
Pupil premium lead	Joanna Crathorne
Governor / Trustee lead	Ken Singleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,725
Recovery premium funding allocation this academic year	£2,000
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	£11,725

Part A: Pupil premium strategy plan

Statement of intent

At Stokeinteignhead Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background.
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts.
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our context:

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average for all groups with progress being at least expected with some progress being better than expected.
Phonics	At least 90% of pupils in Y1 achieve the expected standard in the phonics screening tests.
Attendance	Attendance for all pupils including those in receipt of Pupil Premium Funding is at least 96%.
Improved wellbeing and mental health	<p>Pupil and parent surveys and teacher observations show where concerns have been highlighted, actioned and the impact of these actions.</p> <p>All enrichment activities are accessible to all pupils and uptake is equally positive across all groups including disadvantaged pupils.</p> <p>All pupils have access to and engage with 'Mind Up' curriculum.</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: £10,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of 'Mindup' approach and lessons including CPD for all staff.	Pupil conferencing shows that pupils have understood Mindup and have developed a strong understanding of Mindfulness and how to keep themselves mentally healthy.	1, 3
CPD programme has been introduced for support staff in the use of -Power Maths Intervention - Phonics - Colourful Semantics	ILPs show clear progress towards individual targets, number confidence and basic skills in maths, phonics, sentence structure and understanding have improved. Work scrutiny and pupil conferencing show the improved progress. Staff feel confident delivering a range of targeted interventions.	2
Enhancing early reading resources, support and training provided for all staff around early reading and phonics.	Phonics knowledge and understanding has improved with 100% of disadvantaged pupils reaching the required standard in the Y1 phonics check.	2, 3
Introduction of whole class guided reading and enhancing reading resources for more able readers and of non-fiction texts.	Pupil conferencing and internal data shows that regular whole class guided reading, daily whole class reading and use of the accelerated reading programme has helped pupils grow in confidence, explore wider ranges of texts and improve their fluency and comprehension which is reflected through internal assessment data.	2

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

Budgeted cost: £4,462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early reading and phonics interventions across KS1 and EYFS	Language rich environments, staff training in phonics, enhanced early reading resources and targeted support for speech, language and communication have all supported progress of individual pupils and groups to make rapid progress across the course of the year.	2, 3
1-1 tutoring for pupils in need of specific gap filling	Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny, pupil conferencing and internal data.	2, 3
Small group school led tutoring across KS2 and KS1 to support gap filling and catch up programme.	Progress made by pupils receiving tutoring has shown to close attainment gaps and fill knowledge gaps where needed. This is seen in book scrutiny, pupil conferencing and internal data.	2
Small group targeted interventions in upper Key Stage 2.	Targeted interventions have supported children in filling specific gaps in their learning and knowledge. This is reflected in book scrutiny, internal data and pupil conferencing.	2

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

Budgeted cost: £194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Jigsaw	The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance	1, 5

Introduction of 'Mindup' curriculum and lessons.	Pupil conferencing shows that pupils have understood Mindup and have developed a strong understanding of Mindfulness and how to keep themselves mentally healthy.	1
EWO support	<p>Attendance data shows that all groups of pupils within school have attendance inline with or above national averages.</p> <p>Levels of persistent absence are significantly below national average levels.</p> <p>Attendance monitoring is completed weekly to ensure support is given to families and children, and to document the learning journey.</p>	4, 6
Early Help	Measurable targets set within the TAF are being met and targeted support provided to support wellbeing and attendance.	1, 4, 6
Music and outdoor learning project	Pupil conferencing shows the children found the project supported their own happiness and enjoyment as well as developing music skills. Clear targets set within the project have been measured and assessed.	1, 5
Access to school councillor	School Councillor sessions are well subscribed and feedback from pupils and parents confirms the impact they are having on pupil wellbeing.	1

Total budgeted cost: £15,524

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.

Triangulation of monitoring through lesson observations, work scrutiny, pupil conferencing and using internal and diagnostic data shows that actions taken during 2020-21 lead to gaps closing for all disadvantaged pupils with 86% of disadvantaged pupils making at least good progress with 31% of disadvantaged pupils making better than good progress in some subjects. All disadvantaged pupils are achieving in line with their starting points with those who are currently working below ARE all showing progress as represented through ILPS, TAF plans and EHCP plans, alongside those who have also been identified for catch up.

71% of disadvantaged pupils are currently working at age related expectations in all subject.

Externally provided programmes

Programme	Provider
1:1 online Tuition	Vision for Education
Small group online tutoring	Vision for Education

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support was provided through specifically targeted small group online tuition. Small group targeted interventions in school were also used to support and help fill specifically identified gaps.
What was the impact of that spending on service pupil premium eligible pupils?	There is a clear growth in confidence within maths. Work Scrutiny and internal data show gaps which have been targeted are

	being filled and progress has been accelerated.
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