

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	St Erme with Trispen Primary School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	01 December 2021
Date on which it will be reviewed	01 July 2022
Statement authorised by	Richard Wigham
Pupil premium lead	Richard Wigham
Governor / Trustee lead	Ben Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,140
Recovery premium funding allocation this academic year	£ 652.50
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	£ 32,792.50

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, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to 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. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through 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. 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
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1	Through observations, assessments and discussions with pupils we have noticed that disadvantaged pupils' reading progress has been less than we would expect across the school.
2	Through assessments, observations and discussions with pupils we have noticed that disadvantaged pupils have missed or lost learning in phonics and so have made less progress than we would expect.
3	Our observations and discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading and writing.
4	Our observations and discussions with pupils and families have identified that social and emotional issues for many pupils have risen. These mental health issues have particularly risen in our disadvantaged pupils but also noticeably across the school. Adult support for children who become dysregulated in school has increased since the pandemic especially with social and emotional needs, with 28% of children now needing small group intervention and several children needing one to one support.

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
Improved reading and language skills for disadvantaged pupils. Developing a positive reading culture in school.	Assessments and observations indicate significant improvement in reading and language skills for disadvantaged pupils, including the bottom 20% of readers. This increase is supported through triangulation of evidence, such as RWI assessments, guided reading evidence, observations and ongoing formative assessments.
Improve phonics training and teaching to support the delivery of high quality phonics teaching across the school.	All Early Years and Key Stage 1 staff are trained to deliver RWI phonics sessions in school to enable sessions to cater for children's needs. Phonics outcomes across Key Stage 1 increased with the majority of Year 1 pupils achieving the Year 1 phonics screening.
Identify gaps in missed and lost learning and remove barriers to learning for disadvantaged pupils.	Ensure all pupils access quality first teaching within the classroom consistency across the school. Ensure intervention matches the pupils' needs as required, including staff who are specifically trained to support individuals and groups. Continue to develop whole school TIS approach to address the emotional needs and well-being of all pupils, enabling them to fully access the curriculum.

<p>To achieve and sustain improved emotional well-being for all pupils in our school and particularly our disadvantaged pupils.</p>	<p>Sustain high levels of emotional wellbeing for all pupils but especially disadvantaged pupils demonstrated by:</p> <ul style="list-style-type: none"> • Full time TIS practitioner working with dysregulated and vulnerable children across the school each day. • Reduction in dysregulated incidents for some children across the school, with more of these children spending time in the classroom accessing first teaching. • TIS practitioner access training to deliver forest school teaching within school. • Second TIS practitioner trained to support disadvantaged pupils. • Training and assessment for Therapy dog to be used within school to support dysregulated and disadvantaged pupils.
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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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure all Key Stage 1 staff are fully trained to deliver RWI phonics scheme</i>	Having more staff trained in the delivery of RWI phonics means that we can tailor the sessions to match the children's ability and need. Groups can be smaller and support is targeted at specific children to help them make at least expected progress.	1, 2 and 3

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff trained to deliver Nuffield Early language program to support early reading and language development.</i>	Early language intervention can have a positive impact on pupil's phonics and reading skills. Identifying pupils who need this extra support early is vital to their learning journey. Nuffield early language intervention is recognised as a leading intervention for early language support.	1, 2 and 3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	Daily phonics sessions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions, one to one or in small groups, have been shown to be more effective when delivered as regular sessions.	1, 2 and 3

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

Budgeted cost: £ 25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TIS practitioner to increase hours to work across school all day.</i>	Evidence suggests that schools that have trained Trauma Informed School staff are able to support children's emotional wellbeing better. Especially children who have experienced early childhood trauma and those who may be disadvantaged.	3 and 4
<i>Training provided so TIS practitioner can run Forest school activities for the child across the school.</i>	Recent research has established that Forest school activities, especially those run over a long period of time, have a positive impact on children's resilience, confidence and wellbeing. It also shows improvements in the key indicators of self-efficacy, persistence and problem solving skills. Marked propensity to take risks, heightened levels of self-belief, positive attitude and independence. It also has a positive impact on their physical and mental health, their social and cognitive competence, confidence and resilience.	3 and 4
<i>Additional adult trained as TIS practitioner</i>	Evidence suggests that it is better for a school to have more than one fully trained TIS practitioner to support the wellbeing and emotional needs of all the children and especially the disadvantaged. In addition, TIS practitioners should have the support of at least one other colleague as emotional support within the role.	3 and 4
<i>Therapy dog to be trained to support children's emotional needs in school</i>	Research has shown that a dog present in a school or classroom promotes a positive mood and provides significant anti-stress effects on the body and mind. They provide the children with a sense of responsibility and of connection in difficult situations. They provide a positive impact on student wellbeing.	3 and 4
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 27,300

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.

In Key Stage 1 our assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than national levels in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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. These children also found returning to school challenging and showed varying degrees of dysregulated behaviours, therefore the focus was put on their mental well-being as a priority before supporting and addressing their academic progress.

In Key Stage 2 our assessments during 2020/21 suggested that the performance of disadvantaged pupils was inline or slightly higher than national levels in key areas of the curriculum. In Key Stage 1, disruptions due to Covid-19 impacted the majority of our children, finding it difficult to return to school. In addition, National expectations stayed the same, however the number of children who completed the expected teaching was minimal. For children in Year 3, their last uninterrupted year at school was Year 1, therefore missing a vast amount of the curriculum. In the EYFS, the number of children returning to school with support needed with speech and language rose dramatically across the country. This therefore impacted outcomes and expectations.

Our assessments and observations indicated that pupils' dysregulated behaviour, wellbeing and mental health were significantly impacted last year, and this was not helped with school closures. The impact was particularly acute for disadvantaged pupils. 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.

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
Read Write Inc phonics program	Ruth Miskin Phonics training