

# Urchfont CE Primary School

## Pupil premium strategy statement



This statement details our school's use of pupil premium 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	Urchfont CE Primary
Number of pupils in school	95 (Sept 2022)
Proportion (%) of pupil premium eligible pupils	14.7% -Sept 2022 5.3% - FSM 2.1% - FSM6 5.3% - Service 4% - Adoption 0 - LAC 0 - EAL
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Carol Talbot
Pupil premium lead	Mrs Carol Talbot
Governor / Trustee lead	Mrs Anya Watson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,725 – Actual received was £17,645
Recovery premium funding allocation this academic year	£2,000
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	£21,725. Actual received was £19,645 after re-adjustments by LA

# Part A: Pupil premium strategy plan

## Statement of intent

At Urchfont CE Primary School, we value and nurture each individual, and aim to ensure that all children reach their full potential. We recognise that our pupils in receipt of Pupil Premium might face particular barriers in reaching their potential and might at times, feel that their experiences do not follow the overwhelming culture of other children. Therefore, at Urchfont, we are determined and committed to provide the necessary support and opportunities that these pupils require to overcome them. We will provide opportunities to raise the aspirations of these pupils and strive for excellence for all.

The Pupil Premium funding that the school receives will be used effectively to implement the necessary support and provision to support identified 'disadvantaged' pupils to facilitate pupil's access to education, access to a rich and varied curriculum, including extra-curricular activities, and access to specific interventions, outlined within this Pupil Premium Strategy Plan. This has been informed by the latest research, guidance and regular evaluation, to meet the children's pastoral, social and academic needs.

High-quality teaching is at the heart of our approach, with a focus on areas in which our 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 non-disadvantaged pupils in our school. Implicit in our intended outcomes is the intention that all pupils' attainment will be sustained.

Our strategy is also integral to wider school plans for education recovery and will be responsive to the common challenges and individual needs. To ensure they are effective we will: -

- Ensure disadvantaged pupils are challenged in the work they are 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	Risk of disadvantaged pupils making less than expected progress with their peers with similar starting points
2	Disadvantaged pupils with SEND needs make even less progress than non – disadvantaged pupils with SEND
3	Disadvantaged pupils are more likely to live in a home with one parent who has health issues
4	Parental engagement to promote positive attitudes towards learning might be less than non –disadvantaged pupils
5	Emotional vulnerability of pupils in receipt of pupil premium
6	Additional costs limits access to extra-curricular opportunities e.g. clubs, music tuition etc in addition to parental apathy to these opportunities.
7	Negative impact of COVID-19, including lack of support and ICT

## 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	Disadvantage pupils achieve in line with their peers with similar starting points	80%+ make expected or better progress than expected progress in reading, writing and mathematics
2	Disadvantage pupils with SEND achieve in line with their peers with similar starting points	Disadvantaged pupils with SEND make expected progress in reading, writing and mathematics
3	Parents are actively engaged in their child's education and promote a positive attitude to education	Parental communication is effective, especially during home learning periods with both children and parents accessing the Google Classroom for learning and meeting up with class teacher and peers. Parents attend parents evening either via the School Cloud or by telephone. Parents support home learning. Pupils attendance is in line with peers.

4	Pupils' emotional and mental health needs are met and receive the necessary support when required.	All pupils feel safe and happy at school, maintaining a positive attitude towards their learning and build positive relationships with their peers and staff members.
5	All pupils have access and equal opportunities to participate in extra-curricular activity.	Disadvantage pupils are able to participate in chosen extra- curricular activities.
6	Disadvantaged pupils have access to the necessary IT equipment, internet and /or resources to carry out home learning	Pupils carry out home learning successfully and submit work each day/week during any periods of enforced isolation.

## 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: £ 7842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE	Sutton Trust (2011) report revealed that the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. This has been successful in the past. Use of intervention plans ensure that children make good progress in reading, writing and maths. Use of TAs enabled higher ratios within classes to support teaching and learning.	1, 2
Use of Nessie within the EYFS / Year 1 class	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.  Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1, 2
Use of Times Table Rock Stars	Effective use of TTRS in other schools.	1, 2

	EEF research suggests that appropriate homework tasks can increase progress by up to 5 months.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6429

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-to-1 TA led SALT intervention based on Speech therapist targets following periodic reviews	EEF research focused on teaching assistants who provided one to one or small group targeted interventions. It shows a positive benefit of between four and six additional months on average. This is best when the interventions are based on a clearly specified approach which teaching assistants have been trained to deliver which is evident with this intervention.	2
1-to-1 and small group TA led provision based on teacher directed activities following half-termly reviews	EEF research focused on teaching assistants who provided one to one or small group targeted interventions. It shows a positive benefit of between four and six additional months on average.	1, 2
Teacher led reading comprehension strategies with pupils grouped in small groups.	EEF research suggests the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1,2
Teacher led writing strategies with pupils grouped in small groups, including collaborative approaches	EEF research suggests the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year	1, 2

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

Budgeted cost: £7227

Activity	Evidence that supports this approach	Challenge number(s) addressed
No charge for disadvantaged pupils to access extra-curricular activities such as after-school clubs, educational day visits, music tuition	EEF research indicates improved outcomes have been identified in English, Mathematics and Science learning. On average, greater effect has been identified for younger learners. Widespread evidence on positive impact on self-esteem	4, 5,
Ensure pupils have access to a trained Emotional Literacy Support Assistant (ELSA). Termly needs audit by ELSA and class teachers to assess unmet mental health needs.	Research (See study by Bowerman & Davies, Child and Educational Psychologists ) suggest positive outcomes for LAC children in relation to access to ELSA.	4
Provide access to school's Parent Support Advisor who can provide support and advice, family signposting to parental course and supporting families to access charities where necessary eg local foodbank, clothing charity	EEF research indicates the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	3, 4
Ensure pupils are dressed in similar clothing to their peers by school purchasing school sweatshirts on their behalf – this ensures positive self-esteem within the pupils.	Although the EEF research stated that the lack of studies could not identify that a school uniform approach increased the progress for individual pupils, there is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity.	4
Deploy appropriate IT equipment and resources for pupils who are required to undertake home learning for a period of time.	DFE's Remote Education expectation state that the remote education provided should be equivalent in length to the core teaching pupils would receive in school. The school uses Google Classroom as their virtual learning platform. When	6

	appropriate, school is able to provide appropriate tablets to access the Google Classroom.	
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**Total budgeted cost: £ 21,501**

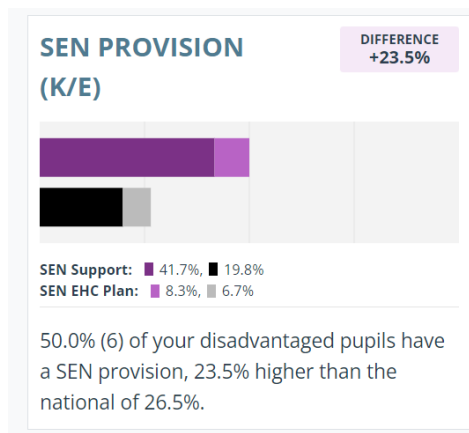
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Impact of Teaching and Targeted Academic Support

Attendance of pupils who were in receipt of Pupil Premium has resumed to pre-pandemic figures. In the academic year 2021-2022, attendance was at 89% compared to 94% of non PP pupils.



The school endeavours to support the PP pupils and provides targeted support but progress is often a challenge to measure because of the number of PP pupils who also have significant SEN needs with 50% having these needs which is 23.5% higher than national data.

Published data – Because of the small number of children in year groups ie 1 to 3 pupils, the data requires careful interpretation.

### EYFS

There was only 1 child in receipt of PP in EYFS. The average score is 34 compared to national average of 31.4.



Year 1 Phonics – there are no disadvantaged pupils in this cohort



Key Stage 1 – this reflects the data of 2 pupils. One child has significant SEND needs and did not achieve the expected standard.

50% of the pupils achieved the expected standard in reading, writing and maths which is 1 out of 2.



Key Stage 2 – This reflects the data for 3 pupils.

66.7% of the pupils achieved the expected standard in reading, writing and maths which is 2 out of 3.



With further analysis of individual subjects:

Reading expected standard

3 out of 3 of the disadvantaged pupils achieved the expected standard which is 100%

**GAP TO:**

National: Non-Disadvantaged	+20.6%
National: Disadvantaged	+37.5%
School: Non-Disadvantaged	+8.3%

**SCHOOL: VALUE**



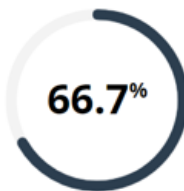
Writing expected standard

2 out of 3 pupils achieved the expected standard which is 66.7%

**GAP TO:**

National: Non-Disadvantaged	-8.5%
National: Disadvantaged	+11.0%
School: Non-Disadvantaged	-16.6%

**SCHOOL: VALUE**



Maths Expected Standard

3 out of 3 of the pupils achieved the expected standard which is 100%

**GAP TO:**

National: Non-Disadvantaged	+22.5%
National: Disadvantaged	+43.4%
School: Non-Disadvantaged	+8.3%

**SCHOOL: VALUE**



## Internal Assessments – Summer 2022

There are 8 children who are in receipt of Pupil Premium who did not take end of Key Stage assessments

### Reading

<b><u>Pupil Premium/ Disadvantaged</u></b>	Achieved age expected	Achieved expected progress
Below expected Progress	50%	75%
Expected progress or better	50%	75%

### Writing

<b><u>Pupil Premium/ Disadvantaged</u></b>	Achieved age expected	Achieved expected progress
Below expected Progress	50%	75%
Expected progress or better	50%	100%

### Maths

<b><u>Pupil Premium/ Disadvantaged</u></b>	Achieved age expected	Achieved expected progress
Below expected Progress	25%	0%
Expected progress or better	75%	100%

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
White Rose Maths	School
Nuffield Early Language Intervention	School
Little Wandle's Letter & Sounds	School

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>There were 6 children in receipt of service pupil premium funding in the last academic year.</p> <p>Strategies funded by this allocation including SALT intervention with a TA, ELSA support and funding extra- curricular activities including music tuition.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>All pupils are non-mobile and have attended the school for many years. When required they have access to intervention available to all.</p> <p>In reading 83% pupils are achieving at expected or greater than expected than their peers.</p> <p>In writing, 83% pupils are achieving at expected or greater than expected than their peers.</p> <p>In maths, 100% pupils are achieving at expected or greater than expected than their peers.</p>