# 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

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| Detail | Data |
| School name | Tydd St Mary Church of England School |
| Number of pupils in school | 101 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Sonya Ely Executive Headteacher |
| Pupil premium lead | Lucie Burton |
| Governor lead | Sandra Hornsby |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £28245 |
| Recovery premium funding allocation this academic year | £3190 |
| **Total budget for this academic year** | £31435 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 take every child as an individual, and are well aware of their individual needs. We create a bespoke action plan for every child eligible for pupil premium. We are passionate about success for all and strongly belief that a child’s socio-economic background should not be a barrier to future life success. In fact these children deserve the very best teaching that can be provided so that any gaps on entry are swiftly narrowed.  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.  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 * support Children’s mental and emotional wellbeing in order for them to have full access to the national curriculum |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | High % of pupils with moderate learning difficulties/ significant needs and the number of pupils with an EHCP |
| 2 | Narrowing the attainment gap across all subjects |
| 3 | The engagement of pupils with the wider curriculum, including attendance |
| 4 | SEMH difficulties |
| 5 | Language and communication |

## 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.

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| Intended outcome | Success criteria |
| Evidenced progress for those children with SEN (including those with an EHCP) | SEN pupils to achieve at least in line with national averages.  Progress can be seen in small steps – specific targets informed by pre key stage assessments allowing individualised progress with case studies to evidence this |
| Improved attainment | Disadvantaged pupils to achieve above national averages |
| Improve attendance of all groups | To ensure that attendance of all groups is above 96% |
| Improved social and emotional wellbeing of all pupils | Effective early help support through ELSA, 1:1 mentor sessions, breakfast club provision and Sensory Circuits |
| Improve early language and oracy skills | Language screen shows an improvement in early language acquisitions  Those with SALT are supported by well trained adults |

## 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 **£12716**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.- Sandwell and NFER | 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: | 2 |
| Additional SENDCo and STAPS hours to meet high need and liaise with external agencies to ensure targeted support is given specific to need | Seeking external support for specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  EYFS leader release time to ensure QFT with phonics | EF Toolkit Phonic teaching +5 | 5 |
| We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 2 |
| Staff training for ELSA leading to 1 day allocated support Sept 2022. | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3 and 4 |
| Staff training ELKLAN, Nessie and NELI to address speech and language issues in EYFS and KS1 | EEF toolkit language intervention +6 NELI – evidence-based intervention | 5 |

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

Budgeted cost: **£8270**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Interventions 1:2:1 and small group NELI | EEF toolkit language intervention +6  NELI – evidence-based intervention | 5 |
| Training, resources and introduction of Interventions- First Class @ number  1:1 Numbers count | EEF toolkit small group tuition +4  Maths counts EEF evidence based interventions +2 | 2 |
| After school booster and breakfast booster provided by teacher | EEF toolkit - After school intervention +3 EEF toolkit one to one tuition +5  EEF toolkit small group tuition +4 | 1 and 2 |

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

Budgeted cost: **£6712**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on behaviour management and BOSS Relational Bronze Award | Both targeted interventions and universal approaches can have positive overall effects: | 4 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |
| ELSA support worker training currently sourced for Sept 2022 start | EEF toolkit behaviour interventions +4  EEF toolkit social and emotional +4 | 3 and 4 |
| Sensory Circuits introduced and resourced (training accessed through WTT) | Participation in a short sensory motor circuit is an effective way both to energise and settle children into the school day. The aim is to focus concentration in readiness for the day’s learning. The circuit also encourages the development of the child’s sensory processing skills. | 4 |
| Breakfast club provision | Research evidences children who are hungry must have this basic need met in order for them to have full access to the national curriculum | 3 and 4 |
| Access to high quality reading material in the home via Letterbox Booktrust to promote reading for pleasure. | Some children do not have access to books, in particular age appropriate texts. Book packages provide children with their own library | 2, 3 and 4 |

**Total budgeted cost: £27698**

# 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.

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| 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.  As a school we carefully track the attainment and progress of all children, we analyse the progress of children entitled to the pupil premium and governors hold leaders to account for this.  It is clear that the pandemic has had a greater impact on disadvantaged children, this is shown on our in school data where although progress is seen it is not always the same as for other group, and attendance.  In September 2020, we assessed all children using a baseline, we have successfully narrowed the gaps between attainment on entry to end of year. This was due to the intervention and recovery curriculum that we put in place.  The NELI intervention showed good impact with improved language screen scores. |