

# Earl Sterndale CE Primary School

## 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	Earl Sterndale CE Primary School
Number of pupils in school	31
Proportion (%) of Pupil Premium eligible pupils	22.58%
Academic year that our current Pupil Premium Strategy Plan covers	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Daniel Holden, Headteacher
Pupil Premium lead	Daniel Holden, Headteacher
Governor lead	Christopher Howarth, Chair of Governors

### Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£10,423
Recovery Premium funding allocation this academic year	£ 2,000
Pupil Premium funding carried forward from previous years	£ 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	£12,423

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Earl Sterndale CE Primary School, we are committed to ensuring all our children make the best possible progress by providing a nurturing environment in which all children can experience the joy of learning. Our aim is to provide a high-quality education that meets the needs of all our pupils and enables them to become successful, confident citizens, who are able to think critically and creatively. As part of this, we aim to provide engaging experiences to broaden pupils' horizons and raise their aspirations.

We are committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We believe in equality of opportunity and aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. Our Pupil Premium strategy plan will work towards giving children educational support to accelerate learning as well as support their emotional well-being and mental health.

We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential. We also have a duty to ensure that no group of children are disadvantaged due to their gender, ethnic origin or family income or background.

We are well-staffed at Earl Sterndale CE Primary School and children in both classes learn with a staff team which includes a teacher and at least one or more support staff. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult. Within this type of structure, we do give children extra support when they need it.

The Pupil Premium funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional support when required.

The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

High quality teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow and, over time, close the attainment gap. While this plan is directed at our most disadvantaged pupils, the activities and outcomes detailed below will impact on those non-disadvantaged pupils ensuring that their attainment and progress is sustained and improved alongside their peers. Our strategy also details activities integral to our whole school plans for education recovery after forced school closures, notably in its targeted support through intervention and tutoring for pupils whose education has been worst affected over the last two academic years. To ensure this is effective we will:

- Provide high quality teaching in order to continue improving the attainment and successes of all children and to close the gap between groups;
- Ensure disadvantaged pupils are considered in all that we do;
- Ensure that our most disadvantaged pupils are supported financially where needed to provide equal opportunities for all;
- Act in a timely manner, intervening at the earliest point possible;
- Continue to maintain our high attendance figures;
- Continue to provide enriching experiences including day trips, residential visits and events in school which children would not otherwise access;
- Promote the well-being of our children and to ensure that they are fully supported and prepared to achieve their potential as lifelong learners striving to achieve their potential;
- Make provision for socially disadvantaged pupils. We recognise that not all pupils who receive free school meals will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for free school meals.

## Challenges

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

Challenge number	Detail of challenge
1	The effect of the Coronavirus pandemic and partial school closures have impacted on the children's learning and well-being, leading to some falling behind age-related expectations. This has been identified through assessments and observations.
2	The effects of the pandemic in relation to their social relationships with peers and staff, concentration levels and emotional well-being have been observed through assessments and discussions with pupils and families.
3	Limited opportunities to develop cultural capital; trips and curriculum enhancing activities.
4	Reading, including phonological awareness, phonic knowledge, word recognition, comprehension of text and exposure to texts.

## 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
Through providing high quality teaching, we aim to target our teaching to meet the specific needs of our disadvantaged pupils, in order that they are better able to meet age-related expectations.	End of year data analysis will evidence that a large proportion of our disadvantaged pupils will have closed the gaps in their learning and will have made expected progress or better.
Through focused interventions and catch-up programmes, we aim to target specific gaps in learning in order that our disadvantaged pupils can access the curriculum alongside their non-disadvantaged peers.	Pupils will have been identified for targeted support that has enabled them to access their age-related curriculum in line with their peers. Gaps in outcomes in reading and writing between Pupil Premium and non-Pupil Premium pupils are reduced (evident from baseline data), Pupil Premium children's confidence is developed so that they become more actively involved in lessons (evident from lesson observations).
Provide access to and opportunities for a wide variety of high-quality, extra-curricular experiences for Pupil Premium children. For example, extra-curricular clubs and trips/visits to enhance children's cultural capital.	Improvements will be evident through an increase in pupils' confidence and self-esteem, vocabulary and communication skills, pupils' knowledge and understanding about the world in which they live.
Disadvantaged children are well-supported with their SEMH post Covid-19.	Children demonstrate increased resilience and there is a reduction in incidents for those children who are receiving emotional well-being interventions such as ELSA.

## 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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support: 16 hours per week (8 hours in each class) to provide catch up programmes that will target lost learning: P.A.T. Sounds Discovery; Nessy; Numicon; Time to Talk; Socially Speaking; Phonics; ELSA; Nurture Groups.	To provide regular, focused, detailed and monitored interventions that target specific gaps in learning for groups of pupils. This will be evidenced through tracking and school data to ensure Pupil Premium children are making progress in their learning.	1,2,4

### Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: **£1,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	Small group tuition to focus exclusively on a small number of learners, usually in a separate classroom or working area.  Some children need to catch-up with missed phonics learning in Key Stage 1 and to improve phonics reading for	1,2,4

	pupils at risk of not passing the year 1 phonics screening.	
Booster provision for 'borderline' pupils in English and Maths, also including spelling.	After school booster provision during Spring & Summer terms for children who are at risk of not achieving the expected standard at the end of Year 6. Led by teacher.	1,4

## Wider Strategies (for example, Related to Attendance, Behaviour, Well-being)

Budgeted cost: **£1,223**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer funding for our disadvantaged pupils to engage with extra-curricular activities, trips, residential visits, music tuition and opportunities of enrichment across the wider community that they may otherwise be unable to access.	Some of our Pupil Premium families may not have the financial capability nor opportunity to provide their children with the range of experiences that would enable them to learn about the wider world and its implication on their future lives. Through providing support with these opportunities, we are ensuring no child is disadvantaged and we are supporting children's well-being and physical development.	3

**Total budgeted cost: £12,423**

## 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.

As a result of the Coronavirus pandemic some of our Pupil Premium Strategy planned provision had to be adapted and sometimes curtailed. Our assessments and observations indicated that pupil behaviour, well-being and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

When school re-opened in March 2021, pupils did benefit from any adaptations made and our provision did ensure that our pupils made progress in all respects. Teaching, of course, had to be tailored to accommodate this, with a view to enabling pupils to catch-up more quickly through targeted, focused interventions by teachers, teaching assistants and additional staff. Indeed the catch-up provision put in place when schools re-opened in March 2021 did have a significant impact on development and progress of those targeted.

End of year pupil progress and internal data analysed indicated that since returning to school, many pupils had made good progress and were catching up with lost learning. Inevitably however, due to the disruption of school being closed for significant amounts of time, pupils have not had the opportunity to make accelerated progress towards their Covid Catch-up targets set in September 2020. We are confident that given the circumstances of the past twelve months, we offered our pupils the best opportunities possible to achieve, develop their self-esteem and improve their emotional well-being.