

# 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	Pucklechurch Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alex Capel
Pupil premium lead	Jamie Thomson
Governor / Trustee lead	Stu Farrag & Deb Leonard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,485
Recovery premium funding allocation this academic year	£2,465
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	£25,950



## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:



The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Parent Link Worker to support disadvantaged children via family support where needed, along with other approaches, such structured social and emotional intervention throughout the year.
- External music provision to raise the standard of music provision within school, provide opportunities for disadvantaged children to perform, improvise, improve their skills in non-academic settings and bring their talents to the forefront of their school experience.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, and Maths.
2	Attendance and Punctuality issues.
3	Weak communication and language of school entry.
4	Parental engagement.
5	Lower engagement in wider opportunities provided by school, such as music.

## 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
Progress in Reading	Demonstrate a reduced or closed gap between disadvantaged children and their peers, when comparing progress and attainment (for the latter, without SEN).
Progress in Writing	
Progress in Mathematics	



Phonics	Achieve 100% phonics pass rate for disadvantaged children in Y1
Other	Ensure attendance of disadvantaged pupils is above 96%



## 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: £15,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Leader to coordinate and monitor Pupil Premium strategy, including via regular SLT monitoring, Pupil Progress Meetings, meetings with Parent Link, QFT support, analysis of School data, communication with staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special</a>	1
'Keep-up' slots run by class teachers and teaching assistants to provide opportunities for children to keep-up on learning following misconceptions or to provide pre-learning for imminent lessons, reducing the gaps that could otherwise develop between children.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention?utm_source=/projects-and-evaluation/projects/same-day-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention?utm_source=/projects-and-evaluation/projects/same-day-intervention&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervention</a>	1

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

Budgeted cost: £3,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular speech and Language therapy	<a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a>	3



sessions delivered to support identified disadvantaged children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language">evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=language</a>	
Parent Link to support disadvantaged children via structured social and emotional interventions or mentoring throughout the year. Sessions and outcomes tracked termly for analysis and discussion with Pupil Premium Lead.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1

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

Budgeted cost: £6,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Link to support disadvantaged children via family support where needed.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta</a>	4
External music provision to raise the standard of music provision within school, provide opportunities for disadvantaged children to perform, improvise,	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/first-thing-music?utm_source=/projects-and-evaluation/projects/first-thing-music&amp;utm_medium=search">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/first-thing-music?utm_source=/projects-and-evaluation/projects/first-thing-music&amp;utm_medium=search</a>	5



<p>improve their skills in non-academic settings.</p>	<p><a href="#">&amp;utm_campaign=site_search&amp;search_term=music</a></p>	
<p>Funding for breakfast club and afterschool club in those instances where families depend on their use and do not have recourse to other funding streams to support this.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extend">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extend</a></p>	<p>2</p>
<p>Attendance analysis to analyse attendance and contact low attenders. PLW monitors and encourages club attendance and parental engagement in school life.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	<p>2</p>

**Total budgeted cost: £25,950**



## 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.

Pupil Premium Strategy 2020-21 Objectives Evaluation	
<b>1. To narrow the gap in progress and attainment between disadvantaged pupils and their peers by QFT and other academic support</b>	<b>2. Raise the engagement and wellbeing of disadvantaged pupils via external music provision, subsidies for families in need and membership of school crews</b>
<p><b>Inclusion Leader</b> to coordinate and monitor Pupil Premium strategy, including via regular SLT monitoring, Pupil Progress Meetings, meetings with Parent Link, analysis of Virtual School data, communication with staff. Extra member of teaching staff working alongside Inclusion Lead to support.</p> <p><b>Regular speech and Language therapy sessions</b> delivered to support identified disadvantaged child.</p> <p><b>Catch-up slots</b> run by class teachers and teaching assistants to provide opportunities for children to catch up on learning following misconceptions or to provide pre-learning for imminent lessons, reducing the gaps that could otherwise develop between children. Cost: £11,870</p> <p><b><u>Impact:</u></b></p> <p><i>COVID 19: Significant adaptations were required to provision during T5/6 due to the pandemic, and the measures in place to respond to it. The following actions, with impact, were added to Pupil Premium planning.</i></p> <ul style="list-style-type: none"> <li>• <i>Increased monitoring of children during lock down (all PP children contacted once per week by CT, and once per week by either Parent Link or Inclusion Leader. This enabled staff to support with access to home learning resources, respond to concerns and anxieties with</i></li> </ul>	<p><b>Parent Link</b> to support disadvantaged children via family support where needed, along with other approaches, such as mentoring (delivered to all pupil premium children via weekly sessions in T5-6) or catch-ups throughout the year.</p> <p><b>External music provision</b> to raise the standard of music provision within school, provide opportunities for disadvantaged children to perform, improvise, improve their skills in non-academic settings and bring their talents to the forefront of their school experience. Free weekly piano lessons for 4 pupil premium children</p> <p>Implementation and coordination of <b>Crews across school</b>, featuring disadvantaged children, run by class teachers throughout the year. Associated activities form part of these crews, providing opportunities for children to work together, represent their school and speak in front of their peers in Whole School Worship.</p> <p>Cost: £4,875</p> <p><b><u>Impact:</u></b></p> <p><i>Attendance has remained high or improved for 19/20 pupil premium children. The overall current attendance rate for PP children is 96.3%.</i></p> <p><i>9/20 parents have had direct contact with our Parent Link during the academic year. 3</i></p>



*signposting to alternative service where needed;*

- *Implementation of Food vouchers, using Edenred Government scheme, resulting in all PP parents being provided with vouchers, weekly (with the exception of parents who had refused them). Take-up of vouchers was monitored and support given to parents with technical requirements for access;*
- *Delivery of lunches to key vulnerable families, where needed;*
- *Home visits to key vulnerable families;*
- *Delivery of work packs to PP families, to increase engagement with home learning.*

**Evaluation:** Coordination of Pupil Premium funding is necessary to ensure that resources are deployed as planned, monitored throughout use and assessed for impact – as well as redeployed in the event of unforeseen circumstances. It is also necessary for the initial planning phase to ensure that allocation of funds reflects the needs of the Pupil Premium children at the school.

*of these have required school representation with outside agencies (Team Around the Child, Single Assessment Framework, Child In Need meetings, Ethnic Minority & Traveller Achievement Service, Medical Professionals). Attendance is above 95% for 15/20 children (T1-6). Mentoring sessions and other forms of support including the representation in crews have resulted in increased Independence, resilience, perseverance and concentration scores for these children and the impact of children's personal contexts has been lessened by timely targeted intervention.*

**Evaluation:** Contact with parents when issues arise supports the school's approach of early intervention and close relationships with our families. Our Parent Link has been available to ensure that families are directed to the right kind of support at the right time and provided an important connection between home and school. For one child, this has taken the form of speech and language therapy intervention sessions multiple times a week, along with advising parent on how to support at home. Elsewhere, it has involved speaking to a family about applications for funding with regards to the family context. Actions are individualised depending on the child, in discussion with the schools' Senior Leadership Team.



## 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*

<b>Programme</b>	<b>Provider</b>
X Tables Rock Stars	TT Rock Stars
Nessy phonics and spelling	Nessy Learning