

### 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   | Padbury CE School             |
| Number of pupils in school  | 105                           |
| Proportion (%) of pupil premium eligible pupils   | 8%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22<br>2022/23<br>2023/24 |
| Date this statement was published   | November 21                   |
| Date on which it will be reviewed   | November 22                   |
| Statement authorised by   | LGB                           |
| Pupil premium lead  | Lucy McFarlane                |
| Governor / Trustee lead   | Hannah Grace                  |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £10,760 |
| Recovery premium funding allocation this academic year  | £2,000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>Remaining catch up premium</i>  | £5,201  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £17,961 |

## 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 is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers faced to learning for our disadvantaged pupils are:

- Lack of opportunity outside of coming to school.
- Limited support academically at home.
- Weak language and communication skills.
- Complex family situations which prevent children from flourishing.
- Lack of access to ICT provision to access home learning platforms.
- Impact of school closure due to Covid 19.

There is no 'one size fits all' approach as the challenges are varied and in a small school, often unique to individuals and their families.

At Padbury CE School it is our intention:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates from their starting points.
- To support children with their health and mental 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 pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the 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 funding to support any pupil or pupils the school has legitimately recognised as being socially disadvantaged.
- Pupil premium will be allocated on a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

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

- Ensuring all teaching is good or better thus ensuring the quality of teaching experienced by all children is good.
- Effective deployment of support staff to support all children in whole class, group work and 1:1 where appropriate.
- 1:1 support from teaching assistants where appropriate for individual needs.
- Support payments for activities such as residential, visits, attending extracurricular clubs.
- External professional support from cognition and learning to support diagnosis and support for teachers in adapting provision to match need.
- External support from play therapist to meet emotional and social needs identified.
- Behaviour support where required.

## 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 in reading, writing and maths.                                       |
| 2                | To ensure children make good progress in phonics and early reading.                               |
| 3                | Attainment gap in achieving greater depth in reading, writing and maths.                          |
| 4                | Behaviour difficulties as a result of difficulties in regulating emotions.                        |
| 5                | Supporting children who need emotional support in order for them to be able to learn effectively. |
| 6                | Parental engagement in supporting learning from home.   |

## 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 -KS2                            | All PP children will make expected or better progress in reading-KS2   |
| Progress in writing                                 | All PP children will make expected or better progress in writing.  |
| Progress in maths                                   | All PP children will make expected or better progress in maths.  |
| Progress in phonics and early reading- EYFS and KS1 | All children pass phonics check in yr1 in 2022 and achieve expected or better progress from starting points. |

|  |  |
|--|--|
| Achieve greater depth in reading   | Achieve national average for greater depth reading in KS2 progress scores                        |
| Achieve greater depth in maths   | Achieve national average for greater depth maths in KS2 progress scores                          |
| Children needing play therapy support, receive it.<br>Children understand and use the Zones of regulation. | Children able to describe and explain emotions to an adult at key points without hurting others. |
| Increased participation from home in supporting learning   | Targeted families show increased participation in children learning.                             |

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: £11,600

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Training in new phonics provision in EYFS/KS1 for teachers and TAs.<br><i>(£4000 Funded from surplus)</i>               | While the teaching of phonics at school has been good and results historically strong for all children, new teachers to school and teaching assistants need training in scheme which is validated by DfE.<br><br>This will allow children to receive effective, structured and carefully sequenced lessons in small groups, organised by outcomes from assessments. | 1, 2                          |
| Ongoing CPD for teachers in reading, writing and maths from the Trust to deliver high quality teaching<br><i>(Free)</i> | EEF guide to Pupil Premium-Quality first teaching is top of the tiered approach key to effective learning and needs to be kept up to date and reviewed as changes to pedagogy/approach change.<br><br>New teachers to Padbury this year will need training throughout year to support effective delivery.   | 1.2.3                         |
| Additional TA support (TA) in Beech class where needs of pupils identified as priority. (LAC)<br><i>(Est 2,000)</i>     | EEF-tiered approach to support smaller group teaching. Focus on overlearning and revision of work covered to allow all children to keep up.   | 1,2,3                         |
| Additional M6 teacher to support children in Beech- 3x mornings for two terms<br><i>(Est: £9,600)</i>                   | EEF-Quality first reaching alongside smaller groups. This will enable focussed teaching to meet specific needs of academic and behavioural/developmental needs in class for a fixed term.   | 1,2,3,4                       |
| Induct and support Early careers teacher in her induction period effectively.   | CPD- ensuring time for ECT and mentor to meet/plan/share and train together to support effective teaching and learning  | 1,2,3,4,5                     |
| Mentoring of new staff/ side by side approach.  | Paired teaching builds on side-by-side approach model to improve the quality of teaching and outcomes for all children.   | 1,2,3,4,5                     |

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

Budgeted cost: £1320

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Precision monitoring<br>(£324-1 TA 1 hour x20 weeks)                                  | EEF-1:1 targeted support. Focused timed interventions that show pre-task and post task scores show progress of pupils.<br>Evidence from progress made last year with this intervention proved successful in securing number bonds, times tables knowledge and spelling patterns has dictated why this intervention is successful to repeat again.<br>1x TA weekly to run sessions in KS2 | 1,2,3                         |
| Small group intervention<br>(£324-1 TA 1 hour x20 weeks)                              | EEF-Collaborative group work. Shown to be effective in identifying small groups of children with similar needs who need some additional input and time to embed key concepts and skills.<br>2xTA intervention sessions after school with maths focus.<br>Purchase of intervention support  | 1,2,3                         |
| SOS spelling (£672 1 morning of TA 1xweekly for 20 weeks)                             | EEF-Multisensory approach to spelling effective in securing knowledge of words into long term memory.  | 1,2,3                         |
| 'Keep up' phonics support programme<br>(Funded from surplus)                          | DfE-Little Wandle Letters and Sounds shows how additional phonic booster sessions daily can help children 'keep up' and make good progress in phonics.   | 1,2,3                         |
| Purchase of 'Doodle' app to support English and maths skills<br>(Funded from surplus) | Accredited programme to support all children at home with additional support for disadvantaged children daily at school.   | 1,2,3                         |

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

Budgeted cost: £3820

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Play therapy to support individuals with needs<br>(3 x 12-week sessions- £1620) | Play therapy shown overtime to have positive effects on pupil's self-esteem and self-belief. In turn this has shown to enable pupils to achieve greater outcomes in class as a result of securing their confidence. | 3,4                           |

|   |   |           |
|---|---|-----------|
|   | Observations have shown increased concentration and focus on tasks and pupil interviews have shown how much children value the time and space that play therapy gives them.   |           |
| Zones of regulation for children and parents<br><i>(Free)</i>   | Leah Kuypers research into this systematic cognitive behavioural approach shows children are able to access and discuss their emotions more readily through the use of the colour zones. They have a greater understanding of how they feel. It allows them to understand all emotions are ok and therefore allows them to manage and regulate them more easily while feeling more confident.   | 3,4,5     |
| Parental meetings to encourage and support learning at home<br><i>(Free)</i>  | EEF: Parental engagement<br>Good parent: school relationships are vital for all children but need to be nurtured more with hard-to-reach parents. Strategies for achieving this include breakfast meetings/phone calls home   | 3,4,5     |
| Professional support- Cognition and learning x3<br><i>(£1200)</i>   | Diagnostic reports with Professional support where concerns over specific learning difficulties arise will support pupils and teachers in planning to meet needs.   | 1,2,3,4,5 |
| Provision of lunchtime extra-curricular sports activities to provide high quality game and activities to engage pupils<br><i>£500</i> | This structured and supervised provision helps to engage pupils and keep them physically active improving wellbeing and mental health. As a result behaviour issues are kept to a minimum and pupils are able to return to class ready for learning   | 1,2,3,5   |
| Provision of enrichment activities, trips, visitors and residential trips, music lessons<br><i>£500</i>                               | Enrichment days, visitors, visits and trips are linked to the curriculum, this enables pupils to receive first-hand experiences to support learning in the classroom.<br><br>All key stage 2 pupils are offered the opportunity to learn to play an instrument. This helps to develop confidence and promotes health and wellbeing. "Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum." EEF | 1,2,3,4,5 |

**Total budgeted cost:** £16,740