

The District CE 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	The District CE Primary School
Number of pupils in school	298 Rec - Y6 (Oct 21) 13 EYPP (Oct 21)
Proportion (%) of pupil premium eligible pupils	Sept- 39%, Oct - 45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Oct 2021, Dec 2021, April 2022, June 2022
Statement authorised by	Head teacher: Lavern Shelford
Pupil premium lead	Deputy Head teacher: Claire Ryder
Governor / Trustee lead	COG: Frank Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,710
Recovery premium funding allocation this academic year	21/22 £11,088 22/23 £7076 Total: £18,164
School Led Tutoring	£13,162
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£176,874

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At The District CE we aim to provide quality first teaching as a priority to support pupils to further develop and improve their knowledge, skills and understanding. We invest in improving the quality of teaching and learning and providing research based interventions to diminish the difference in the attainment gap between our disadvantaged and non-disadvantaged pupils. We aim to develop practice and provision of the highest standard to enable all pupils to achieve their potential through a relentless focus on the attainment and progress of our disadvantaged pupils and an awareness of their needs in everything we do.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Providing Quality First Teaching for every child in school by having an outstanding teacher in each classroom
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment including attendance, behaviour and hunger.
- Ensuring that the PPG reaches the pupils who need it most.
- Improving oracy and literacy skills. Closing the word gap.

Our Implementation Process

We have selected a small number of priorities to give them the best chance of success. We use evidence-based interventions and learn from our experiences, which is why we assess the impact of interventions on an on-going basis in order to adapt them if required or cease them if they are not having the intended impact.

We will:

Explore

- Use analysis of attainment and progress data, stakeholder consultations and local knowledge to inform our strategy.
- Systematically explore appropriate evidence based interventions.

- Examine the fit and feasibility with the school in relation to staffing and resources.

Prepare

- Develop a clear and logical plan.
- Assess the readiness of the school to deliver the plan.
- Make practical preparations including a baseline measure to show starting points.
- Support staff and solve any problems using a flexible leadership approach.
- Reinforce initial training with follow-on support and monitoring.

Sustain

- Plan for sustaining and scaling the intervention from the outset if appropriate
- Continually acknowledge and support good implementation practices
- Linked to key priorities in the School Improvement Plan, Sports Premium and Professional Development Plan.

Our Tiered Approach

To prioritise our spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category we have chosen a number of interventions. This focused approach ensures the best chance of success in each category.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry is below age related expectation for almost all pupils (on entry into Nursery and Reception) in some instances significantly so. (<i>Reception baseline and teacher assessment</i>).
2	Pupils demonstrate limited language skills on entry. (<i>Elklan screening and the reception baseline</i>).
3	Children's learning and progress is inconsistent and can be affected by home circumstances, including poor routines (impact on attendance/punctuality), lack of boundaries, low aspirations/expectations or more troubling circumstances such as domestic abuse, parental mental health and wellbeing. (<i>Evidenced through EHAT assessments, Operation Encompass, observations and dialogue with parent/carers</i>).

4	Pupils not being ' <i>ready to learn</i> ' in class and demonstrate poor learning skills such as difficulties with attention, organisation, commitment and resilience. (<i>Monitoring, observations, staff feedback</i>)
5	Lack of opportunities for some disadvantaged children to engage with enrichment activities, which impacts on their knowledge of the wider world/cultural capital. (<i>Pupil voice, local deprivation data, assessment of prior learning and knowledge</i>)

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
Attainment and progress in R,W,M combined	The attainment gap will narrow between disadvantaged and non-disadvantaged pupils and the progress of disadvantaged pupils will exceed that of the comparable group nationally.
Attainment and progress in Early Years	Reception children will make good progress in all areas of learning (demonstrated through the progress matrices) and the attainment of disadvantaged pupils will be comparable with local and national disadvantaged children.
Language Acquisition	Language Screening assessment will demonstrate improvements in pupil language skills.
Phonics	Achieve above national average expected standard in the PSC and demonstrate an upward trend for disadvantaged pupils.
Other	Attendance of disadvantaged pupils is above 95%. The gap between disadvantaged and non reduces.

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: £15,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Encouraging self-led professional development for all staff focused on the needs of teachers and the wider priorities and context of the school.</p> <p>Weekly staff meeting and tutorials for all teaching staff.</p> <p>Develop capacity within the leadership team.</p>	<p>Dfe: Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.</p> <p>1. Teaching</p> <p>Investing in high-quality teaching, for example:</p> <ul style="list-style-type: none"> • training and professional development for teachers • recruitment and retention • support for teachers early in their careers 	1,2
<p>Coaching and mentoring to model good practice, develop pedagogy and upskill teaching staff.</p>		1
<p>Quality, research based training package, particularly for NQTs and RQTs to ensure quality first teaching in every classroom and access to leadership qualifications for more experienced teachers e.g. NPQLT, NPQSL.</p>		1

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

Budgeted cost: £93,530.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT/DT targeted teaching and support.</p>	<p>EEF small group tuition (+4): As a class or teaching group gets smaller it is suggested that the range of approaches a teacher can</p>	1,2,3,4

<p>Increased dedicated SEND time for AHT (2days per week).Ensure high quality teaching for SEN/disadvantaged pupils.</p> <p>SEND Learning Assistant to support quality teaching and learning, implementation of programmes and advice.</p> <p>Build capacity and provide release time so teachers can deliver small group and 1:1 tuition for targeted pupils.</p> <p>Additional tutoring in reading and maths.</p> <p>Phonics Lead coaching and working with RWI consultant.</p>	<p>employ and the amount of attention each student will receive will increase.</p> <p>EEF One to one tuition (+5): One to one and small group tuition is effective in improving pupil outcomes.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons</p> <p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy - July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Use high quality online resources to support pupils learning.</p>	<p>EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	1,3
<p>Use quality interventions (STEWs, Elkan, Talk Boost and Hanen programme) in the Foundation Stage to close the gap on entry and improve early language.</p> <p>Additional TA time in Reception to deliver Talk Boost, Chatty words screening and intervention.</p>	<p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2,3
<p>Deliver small group, research based interventions for children below age related expectations who are in receipt of the PPG.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3,4,5

<p>Provide pupils with experiences linked to the bespoke curriculum in order to support their academic learning and enable them to make links in learning and knowledge.</p>	<p>https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/</p> <p>EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	<p>4,5</p>
<p>Specific, tailored SEMH interventions based on the needs of each individual child, e.g. wellbeing group, Nurture provision, class calm kits, etc.</p> <p>Chatty therapy – vocabulary screening and intervention.</p>	<p>The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development final.pdf</p> <p>https://educationendowmentfoundation.org.uk/tuition-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF (+4) Social and Emotional Learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>5</p>

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

Budgeted cost: 67,457.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Member of SLT specifically responsible for monitoring attendance and punctuality of children in receipt of the PPG, carrying out home visits for any unauthorised absence, completing Early Help assessments and supporting parents (and children) to improve attendance and punctuality.</p>	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can’t Catch Up If They Don’t Show Up. If children miss school, they miss out.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<p>Pastoral support team in place to provide support to families at all levels of need but particularly in relation to early intervention and support including parental engagement.</p> <p>Increased capacity within the pastoral team to address issues</p>	<p>EEF (+4)</p> <ul style="list-style-type: none"> • Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. • SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3

<p>arising from the pandemic. Early Years provision with new Nursery build.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.traumainformedschools.co.uk/evidence-base</p>	
<p>Wellbeing and Behaviour support is based on three core values of be ready, be respectful and be safe. An inclusion team with specific skills and training to be responsive to need and share practice across school.</p>	<p>EEF Improving behaviour in schools. Key messages include:</p> <ul style="list-style-type: none"> • Know and understand your pupils and their influences. • Use targeted approaches to meet the needs of individuals in your school • Consistency and coherence at a whole-school level are paramount. • Teach learning behaviours alongside managing misbehaviour. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>3, 4</p>
<p>Providing a wide variety of enrichment experiences for all pupils</p>	<p>Pupils have limited experiences and rarely travel outside of their immediate proximity. Breadth and depth of experiences will help to strengthen pupils' knowledge and understanding the wider world.</p> <p>Research by the Education Endowment Foundation has found a link between enrichment and higher attainment in reading and maths.</p>	<p>3,4,5</p>

Total budgeted cost: £176,874

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.

Ensure that children have appropriate support and intervention to improve their behaviour, health and well-being.

- ELSA resources and school based bespoke packages are being used to support pupil's emotional wellbeing and pupil/staff voice has been positive. Tools and techniques are applied in classrooms and on the playground.
- See nurture support plans for individual progress towards targets and Boxall assessments.
- Good practice and self-help strategies are shared more widely across the school to aid transition.
- Wellbeing trackers completed by teachers and support staff and used to identify pupils who may need further intervention. Pastoral support packs used by teaching assistants.
- Pupils who access pastoral interventions are able to transfer skills into the classroom i.e. breathing techniques, calming strategies using the calm kits, Zones of Regulation.
- Agencies are working with us to support families.
- Pastoral team are supporting families through Early Help assessments, welfare meetings and strengthening knowledge and understanding of staff.
- Pupils receive quality research based interventions: 1:1 tuition, small group tuition, Third Space Learning Maths Programme, wellbeing group, nurture and art therapy.
- Alternative curriculums, sensory provision and nurture breakfast time all support pupils with their individual needs and prepare them for learning.
- APDRs are used to support pupils and families to promote collaborative working to further improve pupil outcomes.
- Lunchtime support (time in) and listening ear time. All about me work is carried out to identify any further support needed. Referrals and pupil's needs are discussed during inclusion meetings and actions are put in place. Timely referral to services.
- Signs of safety tool implemented to gain parental and pupils voice. Supports identification of strengths and difficulties.
- Y6 wellbeing return questionnaire shows that all pupils felt safe at school, the vast majority of pupils also commented on how the staff had supported them. *'Thank you to all my teachers and friends for keeping me positive'. 'Just to say a big thank you to all the teachers for always trying their best to keep all the students safe and smiling'.*

To improve the ways in which parents and families can engage with school to support their children.

- Pastoral support given at point of need.
- During lockdown welfare calls and door step visits were used to identify support families needed, including food vouchers, additional devices, internet access, clothing etc. (see record of intervention).
- Signposting of services to support families and gain further advice.
- EHAT assessments in Jan 2020 there were 6 open episodes, 1 lead by partner agency, 5 lead by school and in September 2021 there were 8 open episodes, and all lead by school.
- Signs of Safety tool
- Communication tools have had a positive impact on parental engagement – class dojo, Facebook and the school website. 374 families are connected to our Class Dojo.

- Virtual alternatives offered to replace our traditional parental engagement activities i.e. parents meetings on teams, welfare calls, video/photographs shared via Class Dojo of key events in school.

Increase the percentage of pupil premium pupils (inc LAC/PLAC) who achieve expected+ in reading, writing and maths combined.

- Invested time into curriculum development, sequencing and progression.
- Effective pupil progress systems in place to monitor the attainment and progress of pupils.
- Interventions and targeted support is put in place promptly and reviewed.
- Quality of teaching and learning is a priority across school and monitoring demonstrates good teaching in all key stages.
- Annual Read Write Inc Consultancy.
- Continuous professional development has equipped staff with more knowledge and understanding regarding: metacognition, feedback, quality interactions and subject specific expectations.

2020-21 Teacher assessments and progress

- Y6- 22/23 PP children made expected or better progress in reading. In writing all PP pupils made at least expected progress. In maths 3 PP children made less than expected progress. All 3 children were subject to current or post service involvement (EHAT/PLAC). 1 was a new admission in Jan21.
- In 2021 using teacher assessments - KS1 54% pp pupils achieved expected standard in R, W, M combined – 11% gap between PP and non pp pupils in R, W, M combined. In reading and maths 63% achieved the expected standard.
- In KS2, 54% pp pupils achieved the expected standard in reading and 42% in maths. This year group was significantly impacted by repeated isolation periods.
- There is an upward trend in progress scores for disadvantaged pupils in reading and writing from 2017 – 2019.
- 70% of pp pupils passed their phonics screening test. 11% above the local comparative group. 2/3 pupils have SEND and the other pupils have had ongoing pastoral support.

Improve attendance and punctuality of disadvantaged pupils.

- Attendance policy and practice is consistent and rigorous.
- Attendance and punctuality is monitored daily and support is given to families to improve their child’s attendance. Support includes: parent attendance meetings, follow up phone calls, home visits, referrals to other services, positive parenting, EHAT assessment and free childcare places.
- Weekly attendance meetings with the Headteacher identify trends and actions promptly.
- Attendance is celebrated weekly during Celebration Worship.
- See attendance analysis reports

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

Programme	Provider
Power Maths	Pearson

White Rose Maths Subscription	White Rose Maths
Times Table Rockstar	Maths Circle
Accelerated Reader	Renaissance
Century Tech	Century
Read Write Inc	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	