

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	Peases West Primary
Number of pupils in school	95 (113)
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	05.10.21
Date on which it will be reviewed	01.22
Statement authorised by	L George
Pupil premium lead	A Johnson
Governor	L George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71451
Recovery premium funding allocation this academic year	£7540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78991

Part A: Pupil premium strategy plan

Statement of intent

Peases West Primary is determined to provide every child with the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, targeted support, curriculum engagement and pastoral care. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and self evaluation.

The school received £71451 Pupil Premium allocation, and £7540 Recovery Premium. The allocation will be used to ensure high quality teaching and learning, and targeted support and intervention related directly to Communication and Interaction; Sensory and Physical; Cognition and Learning; Social, Emotional and Mental Health needs following a continued challenging and unprecedented year for children. Funds will be allocated to resourcing priority areas Phonics, Reading, Writing and Maths and well-being, and also attendance. School staff, including the Pastoral and Safeguarding Manager, continue to work with children, families and staff to support mental wellbeing, attendance, teaching and learning, providing specialist training to staff, and assisting pupils and their families in ensuring that they receive appropriate support to overcome barriers to learning both inside and outside the school, in order to achieve their full potential and narrow gaps in learning. and the careful consideration of the needs of the pupils.

Challenges

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

Challenge number	Detail of challenge
1	Significant gaps in learning outcomes in RWM, following National lockdowns.
2	Attendance: Persistent Absentees.
3	Inability to self-regulate emotional wellbeing.
4	Phonic knowledge.
5	Access to engaging texts to improve reading fluency and develop vocabulary and comprehension in school. Insufficient opportunities for children to read 1:1 with adults at 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
Increase proportion of children reading at Age Related Expectations in RWM to be closer inline with National Averages.	<p>Reduced % of children reading below chronological reading age (Suffolk Reading Test <i>July 2021</i> – 38%).</p> <p>EOY RWM assessment outcomes are further inline with National Averages.</p> <p><i>2020-21:</i></p> <p><i>WS TA outcomes: (35%; 22%; 25%)</i></p> <p><i>KS1 TA outcomes: (33%; 27%; 40%)</i></p> <p><i>KS2 TA outcomes: (53%; 33%; 33%)</i></p> <p>Staff training - equipped with skills to deliver High Quality Teaching and Learning.</p>
Year 1 and 2 phonics outcomes are inline with National Averages.	Phonic outcome inline with National Averages.
Improve pupils' mental health and wellbeing through the PSHE, RSE, social skills, spiritual development and emotional literacy.	Children understand and are able to use a range of strategies to support self-regulation and their mental well-being leading to reduced episodes of crisis and exclusion.
Attendance: reduce persistent absence to be closer inline with national average.	<p>Persistent absence in 2021-2022 is further inline with National Averages.</p> <p><i>(Persistent absence in Autumn 2020 (27.1%) was in the highest 20% of all schools).</i></p>

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: SW training £1400; English Leader NC £4000; SoundsWrite resources (inc books; technology; materials) £4000; Class lending libraries £2000; Literary curriculum plus resources – extracts and class sets £4000; Literary Curriculum training £1500; Visiting authors £1200;

Total: £18100

Activity	Evidence that supports this approach	Challenge number(s) addressed
SoundsWrite training – all staff. <i>Part funded through English Hub.</i> Follow up targeted planning sessions for year groups.	Gaps in learning as a result of National Lockdowns. Sounds-Write is an Approved DfE Provider. Training has been visited by Ofsted and found to be outstanding twice. English Hub Partner school – Audit recommendations (04.21), consultation and support.	1/4
SoundsWrite resources/books to be purchased and reviewed/replaced half termly.	As above. SoundsWrite Phonic programme delivered from A21. Books/resources to support the SoundsWrite scheme required.	1/4/5
Purchase a range of engaging texts and Literary Curriculum reading scheme to improve reading fluency and comprehension	Teaching through a range of texts to immerse children in a literary world providing meaningful contexts for English.	1/5
Literary curriculum training.	Teach through a text training.	1/4/5
Class lending libraries – <i>DLR SLA</i>	Children will have access to a range of engaging texts.	1/5

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

Budgeted cost: SoundsWrite pre and post school lessons £4785; Bookworms £1914
 Maths intervention: ££7830;

Total: £14528.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programme – Maths.	Gaps in learning as a result of National Lockdowns. EOY Maths assessment outcomes 2020-21: <i>WS TA outcomes: (25%)</i> <i>KS1 TA outcomes: (40%)</i> <i>KS2 TA outcomes: (33%)</i>	1
Pre and Post school SoundsWrite sessions. Additional support within each year group.	Targeted SoundsWrite groups: EYFS x1group daily KS1 x1group LKS2 x2groups UKS2x1 group	1/4
Daily reading intervention (Bookworms).	38% identified ch <6months behind chronological reading age. Progress tracked – termly reading age test.	1/4/5

Wider strategies

Budgeted cost: Jigsaw £795 plus resources £320; Pastoral and Safeguarding Manager £37966; Mable Speech and Language £960; Forest School training £850 and resources £300; 'Grab and Go' breakfast staffing £2365; SEND TLR £2873;

Total: £70259

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Safeguarding Manager to support children and families.	Tracking of PA children/families – early intervention. EWB support for children in school.	2/3
SENCO support for pupils and staff – identification of therapeutic intervention. Speech and language therapist (Mable). TA deliver intervention.	Termly review of SEND support. Early identification of need. Determining timetabled therapeutic intervention and support for children. Speech/Language link recommendations. Children able to communicate feelings.	3

Total budgeted cost: £79057.50

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

2020-21 Teacher Assessment outcomes:

WS TA outcomes: (35%; 22%; 25%)

KS1 TA outcomes: (33%; 27%; 40%)

KS2 TA outcomes: (53%; 33%; 33%)

2020-2021 pupil premium strategy plan:

Narrow gaps between PP eligible children as well as non PP pupils in school, resulting from the partial closure of schools.

Impact: During the autumn term 2020 following first lockdown staff focused on a recovery curriculum to improve progress in reading, writing and maths. Whilst progress was made during Autumn term 2020, the second lockdown in Spring 2021 meant that progress was not sustained.

Identified PP children to access a range of TA led intervention based on need/barriers to learning.

Impact: As a result of lockdowns and school bubbles, the majority of interventions were not able to take place. 1:1 online interventions for children with SEND were successful.

Provide opportunities to further extend skills and experiences beyond academic targets.

Impact: As a result of lockdowns and school bubbles, OSHL, planned events and residential visits did not take place. Music tuition was able to take place via Zoom but not all children accessed this.

To raise children's social, emotional and mental health wellbeing.

Limited access to Pastoral and Safeguarding Manager and therapeutic intervention, Safe Space due to lockdowns/school bubbles.

Improve attendance and reduce persistent absenteeism for PP eligible children.

Attendance prior to March 2020 had improved to 94%. Persistent absence 2019-EO March 2020 reduced to 13%.

During the school closures/lockdowns, remote learning attendance and engagement was monitored closely and regular contact made with children and families to further promote engagement. Issues arising following wider and full opening were addressed through targeted support and early intervention from the Pastoral and Safeguarding Manager.