

# Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium funding and recovery premium for the 2022 to 2023 academic year to help improve the progress and attainment of our disadvantaged pupils.

This strategy is part of a 3-year plan for the academic years 2021-2024.

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	Stelling Minnis Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	17% (14 children)
Academic years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	01.05.2021
Date on which it will be reviewed	01.09.2023
Statement authorised by	John Gray, Headteacher
Pupil premium lead	Julie Simmons (SENDCo)
Governor / Trustee lead	Maxine Blades

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£2030
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	£21,420

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support the disadvantaged pupils to achieve that goal and to be secondary ready, personally, socially and academically, to be the best that they can be, including those already high attainers, in line with our school vision.

We will also consider the challenges of all our vulnerable children, who will also benefit from the actions outlined in this statement.

Quality first teaching is at the heart of our approach, with a focus on areas that our disadvantaged need most support with. We have identified support that has proven to have most impact in the past. It is implicit in the outcomes below that the attainment of non-disadvantaged pupils will be sustained.

Our strategy is integral to wider school plans for education recovery, targeting those pupils worst affected.

Our approach will involve carefully targeting their needs, based on robust assessment and monitoring.

We will ensure that there are high expectations of all pupils, including pupil premium children.

We will act early to intervene where a need is identified.

We will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what can be achieved.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that there are gaps in pupils' learning due to lockdown and their engagement with home learning.
2	Assessments, observations and discussions identify a lack of self-confidence due to their awareness of the gaps in their learning.
3	Assessments, observations and discussions identify that pupils' need an excellent grounding in phonics in order to develop as good readers.

## 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
Good progress is made in reading for the disadvantaged	Disadvantaged pupils achieve the national average progress scores in KS2 Reading (0)
Good progress is made in writing for the disadvantaged.	Disadvantaged pupils achieve the national average progress scores in KS2 Writing (0)
Good progress is made in maths for the disadvantaged.	Disadvantaged pupils achieve the national average progress scores in KS2 Maths (0)
Disadvantaged pupils achieve well in phonics.	All disadvantaged pupils pass their phonics screening test in Year 1.

## 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: £12,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide targeted teaching that fill the individual gaps in their learning, through the use of focussed and small group teaching.</i>	Small group tuition/EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
<i>To provide sufficient TAs for the teaching of phonics to be in small groups in Year R and 1.</i>	Phonics/Toolkit strand/EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide in-house tutoring support for individual pupils and groups to address gaps in their learning.</i>	One to one tutoring/EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1

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

Budgeted cost: £5790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide self-confidence and wellbeing support for disadvantaged pupils, through the use of TAs for daily check in sessions.</i></p> <p><i>To promote pupil wellbeing through the provision of quality meals and milk, and to provide a free Breakfast Club for identified PP families.</i></p> <p><i>To provide secondary transition preparation sessions for year 6 children.</i></p>	<p>Prioritise social and emotional learning/EEF  <a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	<p>2</p>

**Total budgeted cost: £ 21,420**

## 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 2021 to 2022 academic year

Aim	Actual outcome
Good Progress in Reading and Writing	Progress of the disadvantaged in Reading is -0.1 (below the national average) and Writing +0.1 (above the national average) for Summer 2021 to Summer 2022. This is based on the data for 7 pupils with data for Summer 2021.
Good Progress in Mathematics	Progress of the disadvantaged in Mathematics is +0.1 (above the national average) for Summer 2021 to Summer 2022. This is based on the data for 7 pupils with data for Summer 2021.
Good attainment in Phonics	100% of the pupils in year 1 passed their phonics screening. The one child in year 2 who hadn't passed in year 1 passed in year 2.
Other	<p>The emotional support has helped the disadvantaged pupils to settle into their learning well.</p> <p>The Breakfast Club support offered has helped pupils to arrive at school ready for learning.</p> <p>Secondary transition support has helped the disadvantaged child to be well prepared for their transition to secondary school.</p> <p>The tutoring support has helped individual identified pupils to progress well (see data).</p>

## Externally provided programmes

Programme	Provider
None	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	None
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

The progress and attainment of all pupils, including the disadvantaged, is carefully tracked and monitored on a term by term basis, to assess the effectiveness of the teaching programmes and interventions. This is done by the headteacher, SENDCo and teaching staff at pupil progress meetings and informs future classroom and intervention support.