

## Pupil premium strategy statement 2021-22



***Faith, friendship and fun are at the root of all our learning and growing at Defford-cum-Besford Church of England First School. As a church school, with a distinctive Christian character and family ethos, we aim to provide an educational, spiritual and moral framework in which all children can grow, develop and achieve their full potential. We nurture and support a strong foundation of traditional values, to equip children for the challenges of a modern and ever changing world.***

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

Defford-cum-Besford CE First School	
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	20% 11/54 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Mr Tom Holdstock
Pupil premium lead	Mrs Naomi Standing

Governor / Trustee lead	Mr James Harrington
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,140
Recovery premium funding allocation this academic year	£1,730
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	£18,870

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is 20% and is in line with the national average for schools (Jan 2021). The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

It is our intent, at Defford-cum-Besford CE First School to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We aim to identify the needs and costs associated with the identified barriers to learning, therefore our strategy aims to provide support for individuals, small groups and whole classes of pupils.

The priorities for our Pupil premium grant are:

- Ensuring every child's needs are met through quality first teaching
- Providing targeted support for those pupils identified as making less than expected progress
- Addressing barriers to learning, such as; attendance, parental engagement, well-being and behaviour
- Closing the attainment gap between disadvantaged pupils and their peers

**Our Pupil Premium Strategy demonstrates a clear desire to provide a fair, adventurous and inclusive school experience for every child.**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy (EEF Guide to the Pupil Premium)

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Attendance.</i></p> <p><i>Pupils from vulnerable groups have lower attendance percentages</i></p> <p><i>Pupil premium attendance average 92.2%</i></p> <p><i>GRT average 84.5%</i></p>
2	<p>Parental engagement.</p> <p>Support for vulnerable children at home during period of remote learning as well as supporting pupils with reading and homework when attending school.</p>
3	<p>Social and emotional needs/well-being.</p> <p>Increased anxiety and emotional strains due to Covid 19</p>
4	<p>Progress in reading, writing and maths.</p> <p>Pupils from disadvantaged groups made slower progress in reading during 2020/21 academic year. We recognise the impact of the Covid 19 pandemic and its correlation with lost learning. These pupils have are receiving support through targeted interventions within the Recovery Premium Funding (see additional information regarding Recovery Premium Funding)</p> <p>63% of our Y1 pupils achieved the expected standard in the Y1 phonics screening compared to 69% nationally</p> <p>67% of our Y2 pupils achieved the expected standard in 2020/21 phonics screening compared to 89% in Worcestershire</p> <p>58% of our Y2 pupils achieved the expected standard at the end of KS1 compared to 67% nationally.</p> <p>The proportion of pupils receiving the Pupil Premium grant achieving the expected standard in reading, writing and maths dropped nationally by 12.6%. At Defford-cum-Besford this fell by 8.3%</p>
5	<p>Speaking and Listening.</p> <p>Our pupils lack a wealth of ambitious vocabulary crucial to expressing themselves confidently. Pupils from disadvantaged groups make slower progress than their peers at the end of EYFS in the area of Communication and Language. The acquisition of language can be directly connected to the reading progress and attainment. These two key priorities, therefore, relate well to one another when striving for improvement through the implementation of the Pupil Premium Grant.</p>

## 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
1) Attendance will significantly improve to be in line with regional average	Pupils from vulnerable groups will achieve better than 90% attendance to be in line with non-PP pupils
2) Parents will engage and positive relationships with strengthen communication between home and school	<p>Improved progress will be supported by parental involvement in home learning, completion of homework, reading at home (evident in reading diaries)</p> <p>Education Welfare Officer (EWO) to support families with general welfare, attendance and build positive relationships</p> <p>Parental questionnaires to gather feedback and identify areas for further support.</p>
3) Social and emotional needs	<p>Curriculum development to prioritise the importance of well-being and mental health (post COVID-19)</p> <p>All pupils receive a carefully tailored and effective PSHE curriculum that supports pupil's SEMH.</p>
4) Progress and attainment in reading, writing and maths will improve to be in line with national and regional averages	<p>Progress will be evident in our tracking system. Evidence will also be demonstrated in books, through pupil voice and pupil engagement in lessons.</p> <p>Analysis of PP data at each assessment point through the academic year.</p>
5) Pupils at the end of EYFS will all make the expected progress in Communication and Language	<p>100% of Reception pupils will reach the expected standard in EYFSP 2022 (Communication and Language)</p> <p>Speechlink screening of all EYFS pupils age 4 and above to identify need for language support</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.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct and targeted interventions to address challenges with reading, writing and maths	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a>	4
<i>Staff CPD to target reading, writing and maths so identified pupils make progress and attainment gap is narrowed</i>	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide">https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</a>	4

## Targeted academic support including Catch Up Funding 2021-22

Budgeted cost: £3,870

Targeted Catch up interventions TA 1:1 support	£1600
<i>Teaching Young Children to Listen (sessions led by SALT team for EYFS/KS1)</i>	£250
<i>Involvement with GRT liaison team/ attendance officer</i>	£650
<i>Implement new PSHE scheme so that there is an effective and systematic PSHE curriculum for all pupils to access</i>	£800
<i>Trip to the Hive resource in Worcester to promote a love of reading</i>	£70 coach cost

<i>Targeted support through small group and 1:1 interventions- Rapid Reading, Precision Teaching</i>	
<i>Staff CPD and attendance at meetings related to attendance/ disadvantaged pupils</i>	£500

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

Budgeted cost: £ 1000

<b>Measure</b>	<b>Challenge number(s) addressed</b>
Funding for uniform, resources to support home	2
EWO employed to support with attendance and lateness with PP pupils	1,2
Funding support for trips and visits for pupils in receipt of FSM	1,2,3
Breakfast club provision to support attendance/ lateness of PP pupils	1,2,3

# Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on our pupils in the 2020 to 2021 academic year.

- *Aspects of our previous pupil premium strategy plan were not implemented due to school closures (Covid 19). Therefore, measures and impact will detail what our school implemented whilst school remained open to pupils.*
- *No National Assessments were carried out in 2020/21*

Desired outcome	Impact
Improve progress for PP pupils in reading, writing and maths (Priority B)	Some improved progress was evident where pupils were supported at home during lockdown periods PP pupils were closely monitored for engagement with home learning and supported through targeted home learning sessions/ small group phonics sessions/ individual speech and language input sessions Pupils were closely tracked during the summer term to monitor progress.
Improve attendance for PP pupils (Priority D)	Attendance monitored but disruption caused by COVID 19 resulted in lower attendance for PP pupils
Nurture support provides pupils with improved well-being and self-esteem (Priority G)	Well-being and SEMH a priority on return to school. Mindfulness in each class daily to support pupil's emotional well-being. PSHE areas of learning prioritised to support SEMH as a priority for the Summer and Autumn terms

## Pupil Premium Funding 2020/21

Purchasing uniform for PP pupils	£204
School meals from Pershore Deli for PP pupils	£5244

Purchase school milk – Cool Milk	£202
Transport	£18
Education Welfare officer – to support attendance and vulnerable children	£650