# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| --- | --- |
| Detail | Data |
| School name | Hugh Joicey C of E VA First School |
| Number of pupils in school | 57 |
| Proportion (%) of pupil premium eligible pupils | 11% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21-22, 22-23 |
| Date this statement was published | 1st December 2021 |
| Date on which it will be reviewed | 1st December 2022 |
| Statement authorised by | Jacqueline Dalrymple |
| Pupil premium lead | Jacqueline Dalrymple |
| Governor / Trustee lead | Adele Pearson |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £10,070 |
| Recovery premium funding allocation this academic year | £600 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £10,670 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *You may want to include information on:*   * *What are your ultimate objectives for your disadvantaged pupils?* * *How does your current pupil premium strategy plan work towards achieving those objectives?* * *What are the key principles of your strategy plan?* |

## Challenges

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

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| --- | --- |
| Challenge number | Detail of challenge |
| 1 | There is significant crossover with Special Educational Needs or Low Attainment (2/6 SEN, 3/6 LA, 1/6 Expected) |
| 2 | There is a significant proportion of with experience of Trauma and Attachment issues and/or are Looked After/Post Looked After children **(4/6 67%)** |
| 3 | Transport in a rural area with rising fuel costs and poor transport networks |
| 4 | Few support networks in isolated rural area e.g for Trauma counselling or Autism support |

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| For our children to make the best possible academic progress they can. | 3/6 working at Age Related Expectations, others demonstrating good progress in Phonics, reading, writing and Maths. |
| For our children to make the best possible emotional development they can | Thrive tracking shows they are making good progress and working within their age group Doing – Thinking – Power and Identity- Skills and Structure |
| For children to access extra curricular Clubs – including Sports, film, gardening, lego, science, music | Transport provided and 6/6 attend at least 1 club per half term after school. |

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: £9000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional TA support evidence-based interventions, for outdoor learning supervision, streamed phonics and maths, swimming, wellbeing. | EEF recommendations:  TAs support more able children so Teachers can have equal time with less able and disadvantaged children.  TAs contribute to planning and lead their own group interventions based on Read Write Inc and CLIC maths and Rekinrek, Lego Therapy and Speech and Language. | 1,2 |
| ‘Thrive’ practitioner license and whole school approach to Regulate, Relate and Reason with our most vulnerable pupils. | “Nearly 250,000 children have been screened to date and the results provide us with firm evidence of the effectiveness of The Thrive Approach.”  Annual update of Thrive licence, (£1000) training (£400) and guidance disseminated to all staff to promote Thrive approach especially of our Looked After children and those who have experienced bereavement and trauma. | 1,2 |

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

**Budgeted cost: £ *£600 (Covid recovery grant)***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1 x TA – 2 hours of Tutoring training then additional hours.  School-led tutoring – Lego Therapy | Social play for Looked after children/Trauma affected children who find it difficult to access the curriculum.  “The five studies used in this review show a unanimous consensus on the positive effects of LEGO® therapy on improving social communication difficulties within children with ASD. There was promising evidence which suggested that LEGO® therapy could be a better way to improve social communication difficulties, than compared to other interventions (Owens et al., 2008).” | 1,2,3 |
| School-Led tutoring – Reading and after-school Brilliant Book Club | Additional phonics, 1-1 reading, comprehension activities to enable disadvantaged child to access whole curriculum | 1,2,3 |

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

Budgeted cost: £ 1500

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *For PP children to attend extra curricular clubs by taxi (£10/session), swimming (£4.00/session), trips and free uniform (£30/child)* | Inclusion, development of wider interests, socialisation, belonging.  Clubs 2/week x 30 weeks + £600  Swimming 6x £4.00x 12 weeks £288  Trips including residential up to £400  Uniform up to £180 | 3 |
|  |  | £1468.00 |

**Total budgeted cost: £** *[£9000 + £600 + 1500 = £11,100]*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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*

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| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |