

Box CE VC Primary School

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	Box CE VC Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	16 th December 2021
Date on which it will be reviewed	1 st November 2022
Statement authorised by	
Pupil premium lead	Jo French, Headteacher
Governor lead	Rob Price, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12 965
Recovery premium funding allocation this academic year	£2 000
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	£14 965

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the delivery of school led tutoring.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	More children are needing social and emotional support as a result of lockdown
2	There are gaps in the oral language and communication skills of some children
3	Gaps in phonics knowledge and application have been identified
4	The phonics scheme we use, 'Letters and Sounds' needs to be updated with a new government verified scheme
5	A small number of children aren't reading fluently by the end of KS1 and, as a result, are unable to access the KS2 curriculum independently
6	As a result of assessments in reading, writing and maths specific gaps in learning have been identified for individual small groups/individual children are addressed through 1 to 1 or small group support from a teacher
7	Disadvantaged families need financial support to enable children to have a hot meal, milk, to access school trips.

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
The social and emotional needs of children are addressed and this support means that they are ready to learn	<ul style="list-style-type: none"> Short assessment tasks are used to determine the focus of a six week ELSA (Emotional Literacy Support Assistant) block using the plan, do review model A weekly catch up session is held with the ELSAs and SENCo to review progress ELSAs receive termly supervision from an educational psychologist Two TAs receive training in THRIVE activities that can be used with children not ready to access ELSA
A focus on speaking and listening in reception ensures that gaps in oral language and communication skills are filled	<ul style="list-style-type: none"> Training for staff in delivering Nuffield Early Language Intervention (NELI) programme TAs to deliver the 20 week programme to reception year who would benefit from targeted support to develop their oral language skills
Gaps in phonics knowledge are identified and filled through targeted intervention	<ul style="list-style-type: none"> Gaps in phonics knowledge are filled through quality first teaching Phonics intervention group for children in KS2 rapidly fills any gaps in phonics knowledge
A newly implemented phonics scheme from the government verified list means that children make very good progress in phonics acquisition and application	<ul style="list-style-type: none"> A new phonics scheme has been purchased Staff have received training in how to use the scheme The new phonics scheme has been successfully implemented in all KS1 classes
All children move into KS2 reading fluently and are unable to access the KS2 curriculum independently	<ul style="list-style-type: none"> The children who are weakest at reading are regularly heard to read by their teacher and given intensive support by them and TAs Parent volunteers are DBS checked and trained by the English subject leader in how to support children with reading. The volunteers work with the same child 3 or 4 times a week
Key gaps in knowledge are identified through assessments in reading, writing and maths and are closed through intensive 1 to 1 or small group support	<ul style="list-style-type: none"> Analysis of termly assessments identifies the specific gaps that need to be addressed 1 to 1 or small group intensive support from a teacher to address the gap Clear entry and exit data is recorded for the intervention
All children have access to hot meals, milk, trips etc.	<ul style="list-style-type: none"> Disadvantaged families know that the cost of trips, residential visits, school meals, milk etc. is covered

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: £2, 236

Activity	Evidence that supports this approach – see EFF and DfE validate SSP	Challenge number(s) addressed
ELSA (Emotional Literacy Support Assistant)	x 6 supervision sessions with the educational psychologist [£450]	1
NELI (Nuffield Early Language Intervention)	One 5 hour training session for the teacher and TA Two 3 hour sessions for the TA [£165]	2
New phonics scheme training for staff	Four teachers, four TAs x 2 hours [£344]	4
New phonics scheme	£1 000	4
Cost of English subject leader training parents to support early reading	One day [£277]	5

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

Budgeted cost: £8, 335

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 or small group support from a teacher	£8 260	6
TA support reading, phonics	£75	3

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

Budgeted cost: £4, 394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of free school meals, residential trips, day trips for disadvantaged learners	FSM x 4 [£1,340] Residential trips: Jamie's Farm x 4 [£1,017] Braeside x 1 [£175] Day trips x 10 [£200]	7
ELSA	126.25 hours a year [£1,662]	1

Total budgeted cost: £14, 965

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, and 2020 to 2021 results will not be used to hold schools to account. Since the children came back to school at the end of March 2021 we have restarted termly assessments in reading, writing, maths and phonics.