

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	22% (93 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	termly
Statement authorised by	Governing Body
Pupil premium lead	Alan Garnett
Governor	Jan Blackwell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134, 585
Recovery premium funding allocation this academic year	£13, 485
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	£148 070

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Historically, many children start Nursery and/or school with speech and language delay.
2	In some year groups there are a number of children with significant social, emotional and mental health needs.
3	In some year groups there are a number of children with significant learning needs.
4	Historically, average attendance rates for children on the PPG register is lower than their peers.
5	Due to the pandemic, the loss of in-school learning (up to 33% of their lifetime for the younger pupils) has delayed the acquisition of their reading skills.
6	Due to the pandemic, the loss of in-school learning for pupils has seen progress stall as gaps in their learning have grown.

### 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
Children with identified language delay, working memory difficulties and specific literacy difficulties receive targeted, evidence-based intervention to overcome barriers to learning.	Diminish the difference in every year group between PPG and non PPG in all core subjects for children reaching age related expectations.
Children's progress in their learning of phonics enable them to deepen their understanding and enjoyment in reading.	To increase number of children on PPG register who exceed age related expectations.
Children with social, emotional and mental health difficulties receive support to help them to engage fully with all aspects of school life, and to attain and achieve in	Accelerate progress of all children not on track to make at least expected progress from the end of their previous Key Stage.

<p>line with their peers.</p> <p>Work with children and families to address historic attendance and punctuality issues.</p>	<p>Attendance and punctuality rates rise in line with school average.</p>
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## 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: £7,131

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole School Phonics Training</i>	Government directed strategy for the teaching of reading	5,1
<i>TLR Post, early years lead</i>		1

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

Budgeted cost: £71, 549

	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Screening	Proven record of success – children making good or better progress	1,5
<i>Talkboost</i>		1,5
<i>Phonics booster sessions</i>		1,5
<i>Maths Clubs</i>	Staff deliver programmes for short periods, with entry, exit data collected. Where non-teachers are delivering programmes, guidance is provided by the classteacher.	6
<i>1:1 Pre-teaching</i>		5,6
<i>1:1 Feedback</i>		6
<i>1:1 tutoring feedback</i>		6
<i>Group tuition- reading</i>		6
<i>Group tuition - maths</i>		6
<i>Group tuition- writing</i>		6

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

Budgeted cost: £70, 499

Activity	Notes	Challenge number(s) addressed
Child First Annual Subscription	Access to a wide range of services, including a family support worker and counsellors.	2
<i>Additional therapist services</i>	<b>Achievement for All</b> Giving every child the opportunity to engage fully in all aspects of school life	2
<i>SEMH LSAs x 2</i>		2
<i>Music Teacher</i>		2,3,6
<i>Essex Music Services</i>		2,3,6
<i>Choir</i>		2,3,6
<i>Gardening Club</i>		2,3
<i>Children's University annual subscription</i>		2,6
<i>Trip subsidies</i>		2,6
<i>contingency</i>		Money to use if unexpected need/new pupil arrives. Resources

Total Budgeted Cost: £149 181 [N.B. additional money comes from the main school budget]

## 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.

#### Statutory Data 2022 – comparing PPG vs NON-PPG pupils

Reception	WORD READING	WRITING	NUMBER
	EXPECTED STANDARD	EXPECTED STANDARD	EXPECTED STANDARD
PPG (9)	67%	67%	6 67%
GOOD LEVEL OF DEVELOPMENT	67%		
NON-PPG (49)	78%	72%	46 78%
GOOD LEVEL OF DEVELOPMENT	69%		

#### YEAR 1

YEAR 1 PHONICS PPG (10)	90%
YEAR 1 PHONICS NON-PPG (46)	83%

YEAR 2	READING		WRITING		MATHS	
	ARE+GD*	GD	ARE+GD	GD	ARE+GD	GD
PPG (11)	5 46%	2 18%	4 36%	0	7 64%	1 9%
COMBINED RWM	ARE+GD 4 36%					
NON-PPG (47)	30 64%	11 23%	27 54%	2 4%	34 72%	7 15%
COMBINED RWM	ARE+GD 25 53% GD 1 2%					

YEAR 6	READING SATS		WRITING Teacher Assessment		MATHS SATS	
	ARE+HS	HS	ARE+HS	HS	ARE+HS	HS
PPG (17)	11 65%	3 18%	8 47%	1 6%	8 47%	1 6%
COMBINED RWM	ARE+HS 6 35%					
NON-PPG (43)	34 79%	16 37%	24 56%	4 9%	36 84%	10 23%
COMBINED RWM	ARE+GD 23 54%					

#### Year 6

Grammar Test	PPG	NON-PPG
ARE+GD	10 59%	36 84%
GD	1 6%	12 28%

\*ARE = age related expectations      GD = greater depth

There are many gaps in performance between children on the PPG register and their peers as can be seen in the tables above. Internal assessments for other year groups paint a similar picture.

Our ability to implement the strategies identified continued to be hampered by the impact of covid on the operational capacity of the school and, in some cases, poor attendance.

## 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*

Programme	Provider
None – we are a Wellcomm/Talkboost school and nursery	