

Needwood CE 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	Needwood
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	We have 5 pupil premium pupils. (Sept 21) (4 currently funded 1 new to reception) 4.44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021, 2022, 2023
Date this statement was published	22.12.21
Date on which it will be reviewed	Half termly for LGB
Statement authorised by	Jodie Jones and LGB
Pupil premium lead	Jodie Jones
Governor / Trustee lead	Graham Bott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,380 (£1,345 per child) We expect clawback from 3 children - y6 leavers.
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	£7,380

Part A: Pupil premium strategy plan

Statement of intent

For all of our pupils (disadvantaged and not) It has been crucial in our planning that we have prepared children to return to school and to understand what their new normal looks like for learning and play and how learning and feedback can be driven in a socially distanced environment which relies more on IT capabilities. Mental health and wellbeing is top priority and the curriculum has had a complete review where we have mapped, through coverage and gap analysis, identifying our **core spine of the curriculum**. The key concepts, knowledge and skills that they all need for a secure future. Timely, sensitive assessments have been key **to understand that key curricular and learning gaps**. We have planned for **greater use of technology** and collaboration with families. We are focussed on getting children who are pupil premium back into school and attending in line with their peers.

There is also a focus on language development and using vocabulary across the curriculum and offering cultural experiences for these children.

Due to Covid, our priorities for all areas remain around clear identification and targeted quality first teaching (including pre teaching and intervention support) to target children with gaps with ongoing assessment and alteration of plans and groups as appropriate as well as new developments in the Writing and Maths curriculum. As well as the implementation of a new validated phonics scheme in January 2022 which will allow children to take fully phonetically decodable books home in line with what has been taught in phonics so far.

Using the excellent teaching staff we have, we are able to identify children who need support, whether this is mentally, socially or academically and will run catch up sessions for a number of weeks

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupils to school is lower than their peers, though is just 1 or 2 children.
2	Mental health and wellbeing of children, struggling with challenges at home and behaviour.
3	Targeted intervention due to covid absences, ensuring quality feedback and metacognitive and regulation strategies to success.
4	Access to wider curriculum, extra-curricular activities and responsibilities, lack of financial 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.

Intended outcome	Success criteria
PP children attendance to be in line with non-PP children and to attend school regularly and punctually.	Attendance is between 95- 100% Children are attending on time so are not missing any crucial learning.
Children have access to nurture and a range of activities which enables them to focus on their wellbeing and good mental health.	Children are able to take part in nurture sessions when needed with nurture lead or supporting TA. Children take part in other opportunities such as forest school to encourage wellbeing and team work skills.
Children's academic gaps are closing as they are taking part in catch up sessions and activities with TA's.	Children are attending catch up sessions. TA's are liaising with teachers to report progress being made during the sessions. Standardised scores are in rising/in line with their peers.
Increase the quality and opportunity of language for all children but specifically for those in EYFS and KS1 Involvement	TA's training and completing NELI project. Taking part in the JTMAT wide language project to support focus and development of language and opportunity.
PP children take party in extra-curricular, and cultural activities and enjoy them with their peers which in turn creates positive mental health and wellbeing.	Children attend clubs on offer Children attend trips and other events Children have positive experiences in line with the rest of the 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to improve phonics teaching and reading. Training on the ELS programme which has daily phonics lessons, intervention sessions and online CPD for staff to take part in.	Education Endowment Foundation Teaching Toolkit states that the average impact of the phonics approaches is approximately 5 months' progress over the course of a year	3, 4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Gap analysis and curriculum planning, quality first provision and targeted intervention due to Covid absences and other learning needs. Ensuring effective opportunities for quality feedback and ensuring children have well planned sessions in line with their needs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2,3
Catch up sessions with TA for targeted support following planning and continually assessing and reflecting on the sessions.	Education Endowment Foundation Teaching Toolkit- small group tuition has an average of 4 months' additional	2, 3

	progress over the course of a year.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health / Emotional needs, support with self- regulation strategies. Nurture sessions, support for children within school.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	2, 4
Access to the wider curriculum, extracurricular and responsibilities.	There is a positive impact of approx. 1 month academic achievement through the increase of physical activity. Pupils need access to regular physical activity and outdoor learning experiences for wellbeing and social development.	2,3,4
Funding for transport to school to increase attendance.	Attendance at school is crucial if children are to make academic progress and for their general wellbeing.	1,2,3,4

Total budgeted cost: £3,250

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 any 2020 to 2021 results will not be used to hold schools to account. No external data was gathered. Given this, we refer to our internal data collected for our Year 6 and Year 2 children pupil premium only.

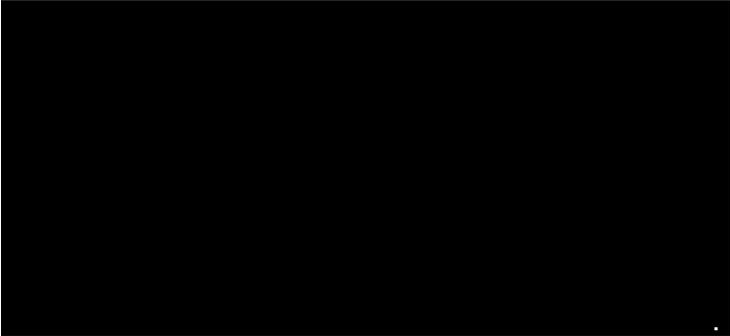
No external data measurements for reading, writing and Maths for EYFS, KS1 or KS2.

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
ELSA	DCC ELSA
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Number Sense Maths	Number Sense Maths Ltd
Grammarsaurus	Grammarsaurus 2020
Vocabulary Ninja	Vocabulary Ninja
Getset4PE	2021 Get Set 4 PE
Seesaw	Seesaw
Essential Letters and Sounds	Oxford University Press
Oxford Owl e-book reader	Oxford University Press

Further information

Aim	Outcome
<p>Mental health / Emotional needs and especially resilience and confidence in performance/exam mode (cusp children achieving ARE).</p> <p>Document has been suppressed as information identifies children.</p>	<p>Despite COVID, our children developed positive attitudes to learning and improved esteem and confidence. They developed good relationships with friends, adults in and out of school managing conflict well.</p> <p>Attendance improved despite difficulties in family structures.</p> <p>We targeted achievement in assessments although Covid meant that this was a difficult to ascertain.</p>  <p>Nurture support was targeted and children were provided with a variety of support to meet their social, emotional and behavioural needs – this was also conducted virtually throughout covid and through the summer.</p>
<p>Learning attitudes, seeing themselves as learners and how to learn. Metacognition.</p>	<p>Positive attitudes to learning and improved esteem and confidence. They developed good relationships with friends, adults in and out of school managing conflict well.</p> <p>Prior to covid we had worked hard on developing metacognitive strategies in our children and this was developing where they understood learner qualities and were being responsible for their own learning. The majority believed effort would lead to success and were often positive</p>
<p>Reaching potential at Greater depth. More-able transition GDS to AGD.</p>	<p>They were not measured at the end of the year in any year group / key stage. Early assessments for those returning show gaps but some pleasing results.</p>