

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	Arnesby CE Primary
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Simone Stewart
Pupil premium lead	Simone Stewart
Governor / Trustee lead	Cerys Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5690
Recovery premium funding allocation this academic year	£2000
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	£7690

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that children, regardless of background, will meet their full potential. Our ultimate objectives are:

- *To narrow the attainment gaps between the disadvantaged and non-disadvantaged pupils.*
- *For all disadvantaged pupils in school to make or exceed national expected progress rates*
- *To support children's health and wellbeing to enable them to access learning at an appropriate level.*

We aim to do this by using our pupil premium to support pupils through quality first teaching and through providing a rich and stimulating curriculum. This will be complemented by access to enrichment activities and trips.

Challenges

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

Challenge number	Detail of challenge
1	Lower level of parental engagement
2	Less than expected progress due to impact of Covid 19
3	Staff need to be supported with their professional development in the use of evidence based interventions so that they know how to best support pupils.
4	Low self -confidence and engagement with learning

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
Good levels of progress in phonics and early reading	Outcomes above national in Phonics screening and KS1 reading
Good levels of progress in reading	Outcomes at KS2 are inline or above national.

Good levels of progress in maths	Outcomes at KS1 and KS2 are in line or above national levels.
Improved attitudes to learning	Children are engaged and can articulate positive feelings about learning experiences

Activity in this academic year

Teaching (e.g CPD, recruitment and retention)

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: £ 2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release teachers to visit schools within the Trust –phonics, early reading, Power Maths, SEND support focus 15 days @£150 per day	EEF- guide to pupil premium-tiered approach –teaching is the top priority including CPD	3

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school tutoring £500 + £100 resources Year 6 children 10 X 1hr sessions £60 per session £10 per child per session	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and	2,4

	feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	
Additional Maths resources to ensure support for those not making expected progress £1000	Strong evidence to suggest that the Concrete, Pictorial, Abstract approach is an effective way to teach maths Four studies investigated the use of movement or gesture alongside manipulatives and representations, and all showed a positive effect. This finding, that children benefit from actually moving and interacting with manipulatives to understand mathematical ideas, is supported by Cross et al. (2009), who argued that, while pictures are a valuable tool for learning, manipulatives are more effective, because children can manipulate them in ways that physically represent or resemble mathematical concepts, processes and operations	2
Reading Comprehension resources £400	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	2

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

Budgeted cost: £3550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshops to support parents with early reading – Targeting families of those at risk of falling behind. Parent guides for families of targeted children. £100	EEF+4 Approaches which encourage parents to support their children with early reading/homework Involving parents in their child's learning activities Providing guides on how to support their child- providing them with the tools with which to support learning	1

<p>Access to uniform, free trips, breakfast and after school clubs to complement our academic offer and ensure that children have access to sport and social activities beyond the school day.</p> <p>£2500</p>	<p>Children will be provided with an enhanced understanding of the world. When finance isn't a factor, they are more likely to engage and therefore the children will experience more</p>	<p>4</p>
<p>Therapeutic sessions for key children</p> <p>£450</p>		<p>4</p>

Total budgeted cost: £ 7050

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 the pandemic from March 2020-Feb 2021 National tests were cancelled in July 2020- therefore no national data is available. Internal assessments were used. Our data shows that the majority of our disadvantaged children continued to make good progress however some had missed out on the targeted interventions that they would have had which has led to gaps in knowledge.

Staff assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to Covid-19 related issues. This was particularly so for our disadvantaged pupils. We used our pupil premium funding to provide training to staff so that they were able to support them both academically and pastorally

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
Power Maths	Pearson
Times Tables Rockstars/Numberbots	Maths Circle