

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	Staplegrave Church School
Number of pupils in school	204 (September 21)
Proportion (%) of pupil premium eligible pupils	34 (17%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2021 - September 2022
Date this statement was published	November 2021
Date on which it will be reviewed	January 2021, April 2022, July 2022
Statement authorised by	Local Governing Committee
Pupil premium lead	Sarah Harris
Governor / Trustee lead	Alison Murkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,821.33
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£56,896.33

Part A: Pupil premium strategy plan

Statement of intent

At Staplegrove Church School, we endeavour to support our Pupil Premium children by providing a full and diverse curriculum to develop the whole child as a learner. We endeavour to do this through supporting each and every child to close the gap in their learning, based on accurate assessment, as we believe our children can achieve the best they possibly can despite any challenges.

Our strategy aims to ensure all Pupil Premium children have access to quality first teaching by providing current and evidence-based training for staff and ensuring they have the relevant tools to provide children with engaging lessons. We know that children will learn more efficiently if they are confident learners who are willing to challenge themselves and have high aspirations. We aim for our children to learn and develop the skills to grow as learners and have inquisitive minds. The pandemic has had a detrimental effect on the emotions of some of our children so we will provide emotional support – such as ELSA and meta-cognition – to enable those children to overcome their barriers to learning.

Key Objectives linked to the vision:

1. Children identified as disadvantaged feel safe in school, have equal opportunities to their peers to access all school life activities and they are supported to develop effective relationships with key adults and peers.
2. Adults have high expectations of children identified as disadvantaged. Their learning journey is understood, and strategies are in place to ensure they make expected progress and catch-up where relevant. Children are aware of their own learning and know where they need to focus their efforts for learning.

Challenges

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

Challenge number	Detail of challenge	End of year outcomes
1	<i>More than 50% of children eligible for PP are not making expected progress in reading, writing and maths throughout the year. This has a significant effect on end of year and KS outcomes.</i>	Reading -72% of PP pupils are on track and are making good progress. Writing – 42% of PP pupils are on track

		<p>Maths – 40% of PP pupils are on track and making good progress.</p> <p>Positive impact of quality first teaching and interventions for reading.</p> <p>However, more focus must be placed on raising maths and writing attainment.</p>
2	A number of children identified as PP lack the skills to challenge themselves and be resilient and this impacts on their progress and learning across the curriculum.	The school followed a clear and structured PSHE curriculum – SCARF – which supported all children in the development of their emotional literacy as well as building self-confidence and understanding feelings. Some children used the Zones of Regulation to support self-regulation of emotions. This will be rolled out across the school.
3	Due to the pandemic, some PP children have increased SEMH needs and the development of skills to support their own well-being.	ELSA was available for all PP pupils during the academic year. This was also enhanced by some children having access to the Educational Psychologist to support the needs of a small minority of PP Pupils.
4	The progress and attainment of phonics for a number of children is significantly lower than expected.	100% of PP pupils passed the phonics check in Year 1.
5	A number of children do not have access to a wider curriculum outside of school. This has a detrimental effect on their social and emotional well-being.	100% of children used the PP money allocated to support social development and well-being. This enabled PP pupils to partake in extra-curricular activities, music tuition, school trips, Grovers and residentials.

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
All PP children are closing the gap in their progress and attainment in reading and Maths	<ul style="list-style-type: none"> Improved progress and attainment There has been a significant improvement in the attainment and progress in Reading with over 70% of PP pupils achieving their target and are on track for end of Key Stage. Maths and writing are a cause for concern and will be a focus for the next year. Targeted intervention groups These happened within classes but due to COVID restrictions in place earlier in the year, less intervention groups across classes happened.

	<ul style="list-style-type: none"> • Children meeting their targets <p>As above</p> <ul style="list-style-type: none"> • Effective tutoring in supporting children to catch up and fill gaps. <p>Tutoring was targeted at PP pupils. However, the consistency of teaching and time was not as expected.</p> <ul style="list-style-type: none"> • Whole school approach to Guided Reading <p>New whole school approach called VIPERS was implemented in Key Stage 2 and is now embedded within the teaching of reading. Children are shown the different domains of reading alongside learning a range of skills to analyse texts. The use of quality texts is monitored and teachers are given list of recommended books to support this.</p> <ul style="list-style-type: none"> • Quality first teaching across the school. <p>This continues to be a focus for the school.</p>
<p>Continue to ensure that all pupils are at a place where they are 'ready to learn' and achieve their best at all times. Ensure that PP children are more resilient to challenging themselves and take risks in their learning in order to succeed.</p>	<ul style="list-style-type: none"> • Metacognition strategies are embedded into school life • Children are confident to develop their own learning through an open mindset. • Metacognition strategies are evident in all classrooms • Children are confident to discuss their mistakes and how it helps them to learn. <p>This was addressed through the teaching of PSHE and universally support all children across the school.</p>
<p>PP children have access to planned and time bound ELSA sessions when needed.</p>	<ul style="list-style-type: none"> • Children show independence in their learning • Children feel supported through ELSA sessions • Transference of skills learnt during ELSA sessions being utilised in classroom situations. <p>ELSA was made available to PP pupils and was timetables to support those who needed it.</p>
<p>PP children have concrete knowledge of phonics by the end of KS1 and make the same or more progress in phonics than non-Pupil Premium children.</p>	<ul style="list-style-type: none"> • Implemented and embedded RWI across KS1 • Clear progression of phonics work <p>Groupings of children was in place and all children assessed on a half termly basis.</p> <ul style="list-style-type: none"> • Planned and sustained RWI group work <p>Clear planning of groups happened consistently.</p> <ul style="list-style-type: none"> • Above 75% of children are on track to meet their phonics targets – 100% passed the phonics check. <p>Children have improved reading and spelling confidence.</p> <p>Training for whole staff took place through INSET days, resources have been updated with support from the English Hub. Clear expectation that phonics happens before anything else in KS1 and is a clear priority for the children to learn.</p>

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: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Leader participation in the EEF research network project. (Teaching - £800)		1,2,3,4 and 5
Whole staff training on behaviour and metacognitive strategies. (SW – 25% - £4000)	Metacognition Guidance report – Give the children the ability to monitor and self-direct their own learning.	1, 2 and 3
Support from SLN, Reading consultant and Maths consultant to support QFT (£310 - SPN)	EEF evidence - Feedback +6 months	1, 4 and 5
Staff training on whole class Guided Reading (4 hours - £2100)	EEF evidence Oral language intervention 6 months +, reading comprehension strategies +6 months	1, 3, 4 and 5
Staff training for RWI (4 hours - £1400)	EEF Phonics focus +5 months, Parental involvement +4 months	1,3, 4 and 5
Internal monitoring of RWI through audit (staffing costs)	EEF Phonics focus +5 months, Parental involvement +4 months	1,3, 4 and 5
Internal monitoring of Guided reading across the school (Staffing costs)	EEF evidence oral language intervention 6 months + reading comprehension strategies +6 months	1 and 4
Development of consistent teacher feedback and marking (£696)	EEF evidence Feedback +6 months Phonics focus +5 months	1,2,3,4 and 5

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

Budgeted cost: £37,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention	EEF - small group tuition has an average impact of 4 months' additional progress over the course of a year. It also shows that small group tuition is most likely to be effective if it is targeted at pupils' specific needs and often led by a teacher.	1
ELSA support for 2 days a week (£15,000)	ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.	2
Phonics intervention linked to RWI	EEC report early phonics intervention provide 4+ months impact	1
Targeted Booster sessions	Small group intervention has significant impact of 4+ months.	1
Targeted intervention for specific pupils through school-led tutoring	EEF - 1-1 and small group tutoring is known to be impactful with up to 4+ months	1
Speech and Language support	Personalised intervention for early intervention of SALT	1 and 2
Monitor accelerated reader in school (KS2)	EEF research into accelerated Reader All children +3 months in reading FSM children +5 month	1
Read, Write Inc online subscription (£3657)	EEC report early phonics intervention provide 4+ months impact Small group intervention has significant impact of 4+ months.	1 and 2
Educational Psychologist sessions to support individual children and to support SendCo	Personalised intervention to support SEMH and learning	1, 2, 3 and 4

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

Budgeted cost: £6952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring (teaching costs -£1000)	Good and consistent attendance is essential for children to make the necessary progress and feel stable in school. 4 months + cited in EEF	2 and 3
Provision to support school trips and residential (€2,552)	Provision of wider activities to support well-being.	5
€100 grant for each PP child to support extra-curricular activities (€3,400)	As identified by the Sutton Trust, the interaction and involvement by parents invested in their child's education has increased motivation and will support the school to develop concrete and trusting relationships with parents.	5

Total budgeted cost: £ 53,927

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.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barrier to future attainment and progress. ***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***

Commentary and conclusions on outcomes including phonics.

Subject Focus	Commentary of disadvantaged pupil progress	Conclusions/actions

EYFS	<ul style="list-style-type: none"> • None of the PP children who were EYFS achieved ARE in reading. • None of the PP children who were EYFS achieved ARE in writing. • Focus was placed on the prime areas in Autumn 1 due to these children having missed some of pre-school due to Covid-19 	<ul style="list-style-type: none"> • Continuous tracking of these children to ensure gaps are addressed and they are ready for Year 1 phonics screening.
Phonics	<ul style="list-style-type: none"> • 50% of PP children in EYFS needed speech and language intervention and did not reach ARE compared to 19% of non-PP children • 25% of PP children in EYFS received phonics intervention 	<ul style="list-style-type: none"> • RWI training and development to ensure consistency of teaching and learning of phonics in KS1 • RWI subscription purchased • RWI home books purchased to support learning in school and at home.
Reading	<ul style="list-style-type: none"> • 44% of PP children from Y1-6 are WT in reading • Less than 10% of PP children are ARE+ • Progress across Y1-6 was inconsistent for PP children with some children making less than expected progress others making expected progress. 	<p>Focus on ensuring there is high quality teaching of reading through:</p> <ul style="list-style-type: none"> • The Implementation of whole class Guided Reading • Implementation of Oracy framework • Effective teacher assessment system (Scholar pack) in place • Monitored interventions
Writing	<ul style="list-style-type: none"> • More than 50% of PP pupils are not at ARE or ARE+ • 3% of PP children (1 child) is ARE+ • Progress across Y1-6 was inconsistent for PP children with children making less than expected progress in +, expected progress in other 	<p>Focus on ensuring there is high quality teaching of writing through:</p> <ul style="list-style-type: none"> • Continued support and CPD to focus on the quality of the teaching and learning of writing • Effective teacher assessment system (Scholar pack) in place • Monitored interventions
Maths	<ul style="list-style-type: none"> • 47% of PP children are below ARE and ARE+ • 6% of PP children are ARE+ • Progress across Y1-6 was inconsistent for PP children with children making less than expected progress in +, expected progress in other 	<p>Focus on ensuring there is high quality teaching of writing through:</p> <ul style="list-style-type: none"> • Continued support and CPD to focus on the quality of the teaching and learning of writing

	<ul style="list-style-type: none"> • Effective teacher assessment system (Scholar pack) in place • Monitored interventions
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Review of Expenditure 2020 - 2021
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1. Teaching

Outcomes and impact	Lessons learned	Cost
Accelerated Reader implemented throughout school. Reading ages were tracked and gaps were identified.	Need to continue this as part of the SDP to support the improvement and love of reading across the school.	£1000
Additional support for Year 6 pupils.	Year 6 children continue to need support to enable pupils to fully achieve their potential.	£4000
Develop a coaching model to improve learning and teaching for all teaching staff.	This is in the early stages of development within the school.	£4000
Additional phonics intervention across KS1	Due to bubbles, this was not possible but interventions took place in classes.	£1000
The use of scholar pack to track attainment has made tracking easier of PP children.	Continued focus to track the attainment and progress of PP children is needed to ensure gaps are filled and children are supported to catch up or stay on track.	£5,800

2. Targeted academic support		
Outcomes and impact	Lessons learned	Cost
The impact of having an ELSA in school has been significant when supporting the emotional needs of the children.	Continue to build on this practice and extend if possible.	£17000
The introduction of CPOMS has positively impacted the sharing of knowledge and recording.	Further training needed to embed the use of CPOMS with all staff.	£2000
The impact of additional TA hours to deliver pre-teaching was limited due to Covid-19 and class bubbles.	Focus on clear planning and implementation of intervention across the school and across year groups.	£15,000
3. Wider strategies		
Outcomes and impact	Lessons learned	Cost
PP grant has enabled PP children to access wider curricular activities.	Increased opportunities for PP children to socialise with their peers and to learn new things.	£100 per pupil

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

Service pupil premium funding (optional)

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

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?	