

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	Littledean CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Hayley McGoldrick
Pupil premium lead	Laura May
Governor / Trustee lead	Pauline Rea-Dickens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30353
Recovery premium funding allocation this academic year	£7528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37881

Part A: Pupil Premium Strategy Plan

Statement of intent

At Littledean Church of England Primary school our aim is to be regarded as an integral part of the wider community. We encourage independence and a life-long love of learning in an environment where each individual is valued for who they are and the unique contribution that they bring.

We strive to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to embrace new ideas, we aim to ensure that all pupils receive an education that meets their very individual needs. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Covid Recovery Premium. This pupil premium strategy outlines our approach for ensuring disadvantaged pupils achieve their full potential and make progress.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantage pupils make progress in-line or exceeding non-disadvantage pupils.
- To support our pupils' health and wellbeing to enable them to access learning at an appropriate level.

Funding is allocated within the school budget by financial year. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. A number of pupils eligible for Pupil Premium have 4+ identified Adverse Childhood Experiences (33%). This can result in difficulty with emotionally self-regulating and being ready to learn.
2	A large proportion of pupils eligible for Pupil Premium funding are also on our SEND register – 37%
3	80% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, and communication and language.
4	Narrowing the attainment gap across reading (-14%), phonics, writing (-14%) and maths (-7%).
5	Pupils have limited experiences beyond their homelife and immediate community.
6	Poor parental engagement with reading.
7	Pupils often arrive hungry due to no or little breakfast. Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.

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
Pupils feel happy and safe.	<ul style="list-style-type: none"> • Signposting to external support is in place through MHL. • Pupils are observed using self-regulation strategies. • Pupils demonstrate resilience. • ELSA is being fully implemented.
SEND pupils make steady progress and reach their My Plan targets.	<ul style="list-style-type: none"> • My Plans are in place and shared with all stakeholders (teacher, TA, SENCO, parents). • Interventions are in place. Baseline and end of intervention data shows expected/accelerated progress. • Pupils reach their My Plan targets.
Communication, language and vocabulary skills have improved in EYFS.	<ul style="list-style-type: none"> • NELI produces significant progress from baseline to the end assessment. • More pupils reach Expected for Communication and Language in EYFSP.
Phonics teaching is consistently good or outstanding and year 1 pupils (and year 2 resits) pass the phonics screening.	<ul style="list-style-type: none"> • All staff are trained to use the Little Wandle programme. • Pupils are applying phonic learning to reading and writing tasks. • % of disadvantaged pupils passing the phonic screening check is in-line with non-disadvantaged pupils and national data.
The data for disadvantaged pupils for progress and attainment will be broadly in-line with non-disadvantaged pupils in reading, writing and maths across the school.	<ul style="list-style-type: none"> • The progress and attainment gaps will close between disadvantaged and non-disadvantaged pupils.
Pupils will enjoy the range of enrichment activities we have on offer at Littledean CE Primary	<ul style="list-style-type: none"> • Pupils will attend Young Voices in Birmingham. • Pupils will attend after school sporting and art clubs.
Parents will support pupils reading development at home.	<ul style="list-style-type: none"> • Go Read App will be fully implemented. • The % of pupils reading to a parent at home will increase – this will be recorded on the app. • Pupils reading ages will increase.
Pupils are fully prepared for a day of learning.	<ul style="list-style-type: none"> • There will be a high % of disadvantaged pupils attending Bagel Club. • Pupils will make good progress within lessons as their nutritional needs will have been met.

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: £16,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discrete year group teaching for maths across KS2 by employing an additional teacher for 4 mornings.	EEF Smaller Class Size As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, thereby improving outcomes for pupils. We have analysed the mathematical needs (and data) of our KS2 pupils from the previous two years and have identified that teaching the pupils in their individual year cohort (15/16 pupils per group) will enable teachers to increase the amount of attention each pupil will receive.	2, 4
Employ a "Reading Partner" two mornings per week to focus on 1:1 reading with targeted pupils.	reading_for_pleasure.pdf (publishing.service.gov.uk) Higher attainment in reading indicates better life chances. Reading a wide variety of genres will support vocabulary development.	2, 3, 4
Purchase of a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. <i>CPD for all staff.</i>	Little Wandle Phonics EEF (educationendowmentfoundation.org.uk) All staff will be trained to use Little Wandle and where appropriate intervention groups for LKS2 will be set up.	2, 3, 4
Teaching Assistants for targeted support.	EEF Small Group Tutoring	2, 3, 4
<ul style="list-style-type: none"> • High quality teaching for all pupils. • TA CPD is ongoing for maths and English by subject leaders and SLT through termly twilight sessions and WGSP. • Maths and English are high priority on the school development plan. • Pupil Progress Meetings track the progress of PP pupils where interventions are discussed and put in place. 	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	3, 4
NELI project <i>CPD</i>	Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) Why Teach Vocabulary: A Research Base (bedrocklearning.org)	2, 3
ELSA <i>CPD</i> (Emotional Literacy Support Assistant)	Evaluation Reports – ELSA Network	1

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

Budgeted cost: £4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for reading comprehension, GPS and maths. Purchase of Shine intervention programme.	EEF Small Group Tutoring Reading comprehension strategies EEF Phonics improves the accuracy of the pupil's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension Intervene and Improve Reading, GPS & Maths - Shine Interventions (risingstars-uk.com)	4
Purchase of IT equipment for the new maths classroom.	Using Digital Technology to Improve Learning EEF Technology has the potential to help teachers explain and model new concepts and ideas. However, it will be most effective when used as a supplement rather than a substitute for other forms of modelling.	4
Purchase of phonics books	Phonics EEF (educationendowmentfoundation.org.uk) After reorganising our reading books to ensure they are closely linked to our chosen phonics programme, we identified the need to supplement our collection.	3, 4
Purchase of Letter Join (handwriting programme)	Letter-join. Cursive handwriting resource for school and home. (letterjoin.co.uk) During in-house writing moderation we identified a high proportion of pupils were not meeting ARE due to poor handwriting skills. Often letters were incorrectly formed and/or joined.	3, 4
Purchase of Go Read App to re-invigorate reading across the school and increase parental engagement with reading support at home.	GoRead™ The Digital Reading Record (go-read.co.uk) Working with Parents to Support Children's Learning EEF	3, 4, 6
Implement the School Led National Tutoring Programme – school contribution (25%)	School-led tutoring guidance (publishing.service.gov.uk) EEF Small Group Tutoring	4

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bagel Club (breakfast club) – purchase of equipment (freezer, toaster...), employ staff to run the club every morning.	Breakfast clubs found to boost primary pupils' reading writing... EEF More and more pupils over the last few years have been coming into school stating they are hungry as they have not had breakfast. Hunger can lead to emotional dysregulation and pupils being unable to concentrate in class. Offering hot bagels prior to the start of the school day will also support attendance/punctuality.	6
Coolmilk	Why milk is great for children Cool Milk This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
Extra fruit for KS2 PP for snack time.	What Are the Benefits of Children Eating Snacks During School? (sfgate.com) This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
After school sport enrichment.	Physical activity EEF The value of after school clubs for disadvantaged children (ncl.ac.uk)	5
Young Voices	Arts participation EEF We believe all pupils are entitled to experience a range high quality experiences both within and beyond the school day.	5
GLEAM (Growth and Learning Equine Assisted Ministry)	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. https://www.leapequine.com/about-leap-equine/	1
ELSA delivery (pm x2 per week + planning)	Research-Project-Gloucestershire.pdf (elsanetwork.org) Social and emotional learning EEF Our two trained ELSAs will offer blocks of group support to children who need additional strategies in order to address specific SEMH needs.	1
Mental Health Lead Practitioner (MHL)	Social and emotional learning EEF Adverse Childhood Experiences (ACEs): educational interventions Iriss HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk) Disadvantaged pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We consider addressing pupil's social and emotional needs to be fundamental to our work.	1

Total budgeted cost: £37900

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.

2020-2021 Pupil Characteristics:

	No. in Cohort	PP	SEND	Girls	Boys
Y1	15	2	4	8	6
Y2	14	3	6	6	8
Y3	14	2	3	7	7
Y4	16	2	4	9	7
Y5	15	3	5	9	5
Y6	16	2	9	8	8

In-house data:

	Baseline						Assessment Window 1						Assessment Window 2						Assessment Window 3					
	Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths		Reading		Writing		Maths	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Year 1 15 AW2 13 AW3 15	0	0	0	0	2	13	6	40	7	47	9	60	5	38	4	31	7	54	6	40	5	33	6	40
Year 2 14B 15AW1 AW2 13 AW3 14	4	29	2	13	3	21	8	53	8	53	7	47	7	54	7	54	5	38	8	57	8	57	8	57
Year 3 14	6	43	1	7	3	21	12	86	3	14	13	93	11	79	2	14	7	50	9	64	2	14	14	100
Year 4 15B 16AW2	11	73	5	31	4	27	16	100	4	25	14	88	13	81	4	25	10	63	16	100	5	31	16	100
Year 5 15	6	40	0	0	5	33	6	40	0	0	8	53	5	33	0	0	8	50	7	47	0	0	13	87
Year 6 16	7	44	0	0	5	31	8	50	2	13	6	38	8	50	0	0	2/15	13	10	63	3	19	6	38

Table to show the proportion of PP and SEND children achieving ARE in AW3.

	Pupil Premium						SEND					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Reading	1/2	1/3	1/2	2/2	1/3	1/2	0/4	0/6	1/3	4/4	0/5	4/9
Writing	1/2	1/3	0/2	0/2	0/3	0/2	0/4	0/6	0/3	0/4	0/5	0/9
Maths	1/2	1/3	2/2	2/2	2/3	1/2	0/4	0/6	3/3	4/4	2/5	0/9

Initiative	Summary of intervention/action	Impact
Monitor and improve attendance	Attendance monitoring has identified that PP pupils have lower attendance overall, as well as a higher persistent absence rate. Head teacher, pupil premium leader, SBM and FSW will monitor pupils attendance and follow up on any absence concerns with letters, meetings and fines when necessary. There will be a specific focus on persistent absence and how we can support families to break the cycle. FSW to lead TAF/TAC meetings to address attendance.	2020-2021 Attendance Data: 93.9% Last year's data was effected by school closures. Our FSW/MDL continues to work closely with pupils who are persistent absentees. Family My Plans are in place and reviewed regularly.
Family Support Worker	A number of pupils have identified Adverse Childhood Experiences. This can result in difficulty with emotionally self-regulating and being ready to learn. Through our early help offer our FSW can sign-post families and make early referrals for support. PP pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We consider addressing pupil's social and emotional needs to be fundamental to our work. Our FSW runs nurture group sessions for pupils with identified needs as mentioned above on a 1:1 and small group basis.	Pupils are able to talk effectively about things that affect them. Families have accessed support which has been signposted by the school's FSW. Parental engagement with the FSW has been high. Reports/feedback from agencies such as Social Care clearly indicates that the work carried out by FSW is of a high level and effective in terms of offering early intervention and support. Parents report that the FSW has had a positive impact on their family. FSW continued to offer support throughout the spring school closure. Virtual nurture sessions were offered to our disadvantaged pupils.
FSW/Designated teacher for LAC release time and training plus therapeutic play sessions for specific pupils	FSW will provide therapeutic play sessions for LAC pupils – drawing and talking therapy and/or sand therapy. FSW will continue to attend “consult” meetings with the psychology service in order to provide appropriate support to pupils.	Pupils have had the opportunity to address issues in a safe way with a trusted adult. FSW/MHL has a good relationship with the social worker and foster family and provides emotional, therapeutic support. This continued throughout lockdown.
Facilitate successful transitions for pupils moving from class to class and from year 6 to secondary schools	Transition programme developed and implemented by FSW to ensure that there is a smooth transition for any vulnerable child moving from Littledean to a new/secondary school. Additional visits made available, photo books, timetables, meetings with new teachers all arranged for the pupils through meetings held between school FSW, professionals at new school, parents and pupils to ensure that all necessary paperwork and support continues in the lead up to the move and for the first 6 weeks of year 7.	FSW/MHL provided virtual support for pupils identified who may potentially find a return to full time education after the spring school closure difficult. All pupils returned to school happy and were ready to learn. Where a need was identified, FSW/MDL provided 1:1 virtual sessions for year 6 pupils transitioning to secondary school during the summer term. Arrangements for additional visits/virtual sessions were made in order to prepare pupils for the move. The year 6 pupils reported feeling ready to move onto secondary school at the end of the

	Transition programme developed and implemented by FSW to ensure smooth transitions for vulnerable pupils between classes.	academic year. Reports from secondary schools and parents during Sept/Oct 2021 suggest all pupils are attending regularly and have settled well
HLTAs/TAs	Reading, writing and maths interventions delivered by experienced teaching assistants under the supervision of class teachers or experienced teachers delivering interventions whilst HLTAs/TAs cover classes. Power of 2, Apples and Pears, Dancing Bears, Dance-Mat typing, Fizzy training.	Pupil Premium pupils across the school (Yr.1-Yr.6) achieving ARE at the end of 2020-21 year: reading: 50% writing: 14% maths: 64%
Subsidise trips: Residential, class trip...	All pupils in the school are entitled to experience a range high quality experiences both within and beyond the school day. Subsidies will be available for day trips and the year 5/6 residential on an individual basis.	Due to covid restrictions last academic year we limited the number of trips made outside of school. Where possible arrangements were made for visitors to attend instead.
SkillZone	Year 6 pupils will visit Skillzone to learn how to recognise dangerous situations and stay safe, especially as they prepare to move on to secondary school.	Due to continued covid restrictions in place during the summer term, year 6 pupils were unable to visit Skillzone. However, the class teacher and MHL did carry out keep safe work in order to prepare pupils for their transition to secondary school.
Cool Milk	All pupils who are eligible for pupil premium also have the option to have milk each day if they would like to.	This has ensured our vulnerable children had a nutritional drink which supported their growth.

Externally provided programmes

Programme	Provider

Service pupil premium funding

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A