# 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

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| Detail | Data |
| School name | Acre Hall Primary School |
| Number of pupils in school | 310 |
| Proportion (%) of pupil premium eligible pupils | 74/310= 24% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by |  |
| Pupil premium lead | Mrs H Kan |
| Governor / Trustee lead | Teaching and Learning Sub Commitee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £98,840.00 |
| Recovery premium funding allocation this academic year | £11,631.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| **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 | £110,471.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The school’s strategy for the 2021/22 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium. Much of the spending will benefit all pupils, and where need is identified in non-eligible pupils, spending may also be allocated to support their outcomes. Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan (a percentage of funding has been left unallocated to account for fluctuations in the planned spend). Pupil premium target outcomes are set and data is tracked and analysed termly as part of pupil progress monitoring cycle. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | To boost the attainment and personal progress of disadvantage children in reading, writing and maths. |
| 2 | To ensure a consistent approach to the teaching of phonics is being delivered. |
| 3 | The lack of reading resources in EYFS/ KS1 has not supported the early reading skills needed to help a child progress.. |
| 4 | It has been identified that some children need further support with their emotions and wellbeing. |
| 5 | To provide enrichment opportunities to develop children’s wider curriculum experiences. |

## 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.

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| Intended outcome | Success criteria |
| Raise attainment and progress in reading and writing for children eligible for PP | Termly progress and attainment monitoring shows diminished difference between PP/non PP  GLD, Phonics, KS1 and KS2 end of year data shows diminished difference of pp/ non pp. |
| To raise the attainment in phonic knowledge at the end of Reception and the Yr 1 phonics assessment for pp children. | To embed a whole school approach to the teaching of phonics within EYFS/ KS1 through the use of Little Wandle. |
| Raise attainment and progress in maths for children eligible for PP | Termly progress and attainment monitoring shows diminished difference between PP/non PP |
| Provide a wide range of enrichment opportunities to widen aspirations of children eligible for PP | Subsidised funding given to pp children when attending residential/ educational trips.  Funding given to support pp children attending breakfast/ after school clubs. |

## 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: £ *[11, 100]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Purchase of the Little Wandle Phonic resources to support EYFS/ KS1 children.*  *£3000* | The Little Wandle phonics scheme is effective in developing young children’s systematic approach to phonic knowledge and early reading skills learning. | 1, 2 |
| To purchase new reading materials for EYFS/ KS1 children.  £3000 | The purchase of new reading materials will enhance the delivery of phonics and early reading skills. | 1, 2 |
| The use of accelerated reader to support reading comprehension skills.  £2100 | KS2 children are to use accelerated reading system to support them in their understanding of books read through termly assessments and weekly quizzes. | 1 |
| The use of UK.IXL.com/ within KS2 to support problem and reasoning skills.  £1000 | End of year KS2 Teacher assessments showed low attainment in the problem and reasoning paper and has highlighted an area to focus on. | 1 |
| The use of the NTS test assessment papers to gain attainment results at the end of each term for YR 1-6  £3000 | Through the SEF it has been identified that a consistent approach to assessment procedures need to be delivered across YR 1- 6 so accurate attainment results can be identified. | 1 |

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

Budgeted cost: £50,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted intervention programmes to boost attainment in reading, writing and maths through the use of TA in the afternoons from Yr 1-6.  £45,000 | Following the use of the termly NTS assessments this will allow us to identify children who need additional support to close the gap in attainment. | 1 |
| Targetted phonics support for current EYFS/ KS1 pupils.  £5000 | Smaller group work through the use of streaming across both departments ensures that the delivery of phonics is targeted for the children’s individual needs. | 2 |

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

Budgeted cost: £39,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor to support the emotional and wellbeing of individual identified children.  £10,000 | It has been identified that some children within school have not made as much progress due to emotional/ wellbeing situations that may have occurred. 1-1 sessions allow the children to discuss and resolve their feelings/ worries. | 3 |
| Identification of eligible pupils through SIMs OFSM package - £1000 | Accurate and timely identification of eligibility is essential in PP management. | 1,2 ,3 , 3 |
| Increased opportunities for Art and creative experiences to promote well- being.  £16,000 | Music specialist lessons and after school Art clubs develops the children’s creative side and gives the children wider opportunities. | 4 |
| Additional staffing to support delivery of a breakfast club each morning from 8-8.45am.  £2850 | Provision of free of charge breakfast club places for pp children to ensure a good start to the day. | 4 |
| Residential/ educational trips subsidised for PP children.  £5000 | PP children were given contributions towards the costing of educational/ residential visit so that they could experiences theses enrichment activities. | 4 |

**Total budgeted cost: £100,100**

# 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.

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| *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. As part of our teaching and learning practices within school we are in the process of developing the use of standardised tests to gain attainment levels for our children.* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| 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 |