

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Uley Primary School
Pupils in school	110
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	<b>£25,865</b>
Academic year or years covered by statement	2021 - 2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Zoe Mandeville
Pupil premium lead	Zoe Mandeville/Abby Spain
Governor lead	Keren Bass

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	In school data - Reading – average 3.2 points
Writing	In school data - Writing – average 3.7 points
Maths	In school data - Maths – average 2.7 points

## Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	Reading – 0% Writing – 100% Maths - 100%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils – a summary

Measure	Activity
Priority 1	Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement

Priority 2	Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points
Priority 3	Improvement in attendance for Pupil Premium children with low attendance
Priority 4	All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.
Barriers to learning these priorities address	Social, emotional and behavioural issues Adverse childhood experiences Family breakdowns Poor skills in core subjects – PP children are not always in line with their peers in attainment Financial difficulties Catch up for disadvantaged due to the impact of coronavirus
Projected spending	£25,865

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children to make no less than expected progress from their starting points	Sept 22
Progress in Writing	Children to make no less than expected progress from their starting points	Sept 22
Progress in Mathematics	Children to make no less than expected progress from their starting points	Sept 22
Phonics	Achieve national average expected standard	Sept 22
Other	Improve attendance of disadvantaged pupils to LA average	Sept 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

Measure	Activity
Priority 1	Disadvantaged children, including those who have been in care or are in the social care system or at risk of being in the social care system and

	have experienced adverse child experiences (ACES), feel safe, exhibit good behaviours and show appropriate learning behaviours
Priority 2	Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points
Priority 3	Disadvantaged pupils to be able to catch up due to school lost as a result of corona virus
Barriers to learning these priorities address	Ensuring staff deploy additional staff effectively Additional staff have the right training Training is targeted to support children
Projected spending	£25,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement – <b>Nurture groups</b>
Priority 2	Families and children are well supported through challenging times, to improve the children’s chances of achieving - <b>Family Support</b>
Priority 3	Disadvantaged pupils to be able to catch up and/or address gaps in learning due to loss of learning as a result of corona virus- <b>National Tutoring Programme</b>
Priority 4	Improvement in attendance for Pupil Premium children with low attendance. Supporting and encouraging good attendance.
Barriers to learning these priorities address	Families agreeing to and accessing support
Projected spending	10,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.
Barriers to learning these priorities address	Children access resources and support - engagement
Projected spending	2,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Identifying the gaps and targeting teaching	Regular pupil progress conversations
Targeted support	Engaging the families facing most challenges	Working closely with families and building relationships
Wider strategies	No real challenges here	

Review: last year's aims and outcomes

## Review Financial Year 2020-21

Total number of pupils on roll January Census 2021	108	Total number of pupils eligible for PPG January Census 2021	16 (15%)	Planned expenditure	£25,865 (plus £14,466 carry forward/unallocated due recruiting a teaching assistant later in the year, extra pupils receiving FSM, receiving extra funding per pupil and coronavirus impacting on the school)  Total budget allocated = £40,331
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### Teaching

Outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	<b>Small group/individual support from an additional TA</b> addressing academic needs in reading, writing and/or maths to PP children over the year  TA support 15 hours a week for 38 weeks	Points progress  Progress July 20– July 21 EXPECTED PROGRESS=3 POINTS  Maths – average 2.7 points  Reading – average 3.2 points  Writing – average 3.7 points	This has proved to be successful in supporting PP children academic needs  Continue for 21-22	Budgeted £8,000  Actual £8724

Improvement in attendance for pupil Premium children with low attendance	Every short term, attendance data is monitored. If lateness or attendance is low (according to the school categories) then the parent will be invited in to establish reasons and identify any problems that could be addressed	Attendance was monitored and records kept	Ongoing	£0
<b>Targeted Support</b>				
<b>Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement	<p><b>Nurture/enrichment groups</b></p> <p>Small group enrichment sessions for PP children. Children are identified as needing a positive enrichment experience with a trained member of staff.</p> <p>To consider some additional hours to plan, prepare and evaluate groups</p>	<p>Positive feedback from children – see children’s quotes</p> <p>Parents happy for children to engage in groups - parents’ consent is requested</p> <p><b>Points progress</b></p> <p>Progress July 20 – July 21 EXPECTED PROGRESS=3 POINTS</p> <p>Maths – average 2.4 points</p>	<p>This year has been a challenge to deliver to all PP children due to the impact of coronavirus but identification of children who would benefit from small group intervention through nurture groups to support their mental health has happened mainly within the junior classes.</p> <p>Continue:</p> <ul style="list-style-type: none"> <li>• More targeted needs though identification from classes – how do we know that this child would benefit from enrichment group, what will support look like and what difference will it make?</li> <li>• Simple baseline has been implemented to measure some impact as</li> </ul>	<p>Budgeted £3,000</p> <p>Actual £1296</p>

		<p>Reading – average 3.2 points</p> <p>Writing – average 3.7 points</p> <p>No Y2 or Y6 statutory end of year data due to coronavirus but see Y2 and Year 6 data above</p>	<p>measuring impact of something less tangible is challenging</p> <ul style="list-style-type: none"> <li>• Groups are smaller and with children of similar needs</li> </ul> <p>Is there any way we can make nurture continue during class/school lockdown?</p>	
Families are well supported through challenging times	<p><b>Family Support Worker (FSW)</b></p> <p>Family worker to support PP families with issues at home and/or school.</p> <p>Family worker and school to signpost through the Early Help support.</p>	<p>60% children/families have been directed to FSW over the year autumn 2020 – Summer 2021 and have had interaction/support.</p> <p>Parents have been sign posted to FSW for support for a variety of purposes</p> <p>Children are signposted by school staff to FSW for support and intervention to support SEMH needs</p> <p>During the lockdown periods and self-isolation, phone/video calls were made to all PP families offer support if required</p>	This strategy is continuing for the next financial year.	<p>Budgeted £4,000</p> <p>£3680</p>
Disadvantaged children, including	<p><b>Training</b></p> <p>EP service</p>	<p>Cpoms – online recording system purchased for staff to add records/notes on children’s needs - £525</p>	To continue any training that will prove to be useful with identified needs within the school	Budgeted £2,000

<p>those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours</p>	<p>Coaching</p>	<p>Family Support Worker Elsa training £150 to help to support – to support the emotional needs of children</p>	<p>FSW continues to train and implement these strategies</p>	<p>Actual £525 – due to covid</p>
<p>Disadvantaged and vulnerable Children who have experienced ACEs, including those who have been in care, feel safe, exhibit good behaviours and improve socially and emotionally in order to help them to access learning</p>	<p><b>Targeted support – therapies, counselling etc for individuals or a small of individuals with the same need</b></p>			<p>Budgeted £3,000  Actual £0</p>



Disadvantaged pupils to be able to catch up and/or address gaps in learning due to loss of learning as a result of corona virus	<b>Using the National Tutoring Programme</b> tutors are sourced to target small groups of learners to address specific gaps	Children did not make any more progress within the same of time  Maths – 2 points Reading – 3.4 points Writing – 3.2 points	Would we do this again?  Tutoring was virtual which had its problems  Questionnaire for feedback from the children to be completed  Alternative tutor?	Budgeted £5,000  Actual £146.25
Disadvantaged pupils to be able to catch up due to school lost as a result of corona virus  (Not the catch-up premium – this is in addition to)	<b>Small group/individual support from an additional TA</b> addressing academic needs in reading, writing and/or maths to PP children over the year  TA support 9.00 – 12.00  x5 mornings until the end of the summer term 2021	<b>Points progress</b>  Progress July 20 – July 21 EXPECTED PROGRESS=3 POINTS  Maths – average 2.4 points  Reading – average 3.2 points  Writing – average 3.7 points	This role has been extended until the end of the autumn term 2021  Evaluation how adult was utilised is nearing completion	Budgeted £8,000  Actual £2383 due to recruiting on Nov 21
<b>Wide Strategies</b>				
All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.	Supplementing fees for Breakfast/After school club  Trips/music tuition	Children have access to extra-curricular activities to enhance their experiences  Residential trip budget carried forward as residential was due for May 2020 now booked for June 2021	This has been impacted due to school closures as a result of Covid	Budgeted £2,000  Actual £0

Budget Allocated – £35,000

Actual spend £16,754

Carry forward - £18,246