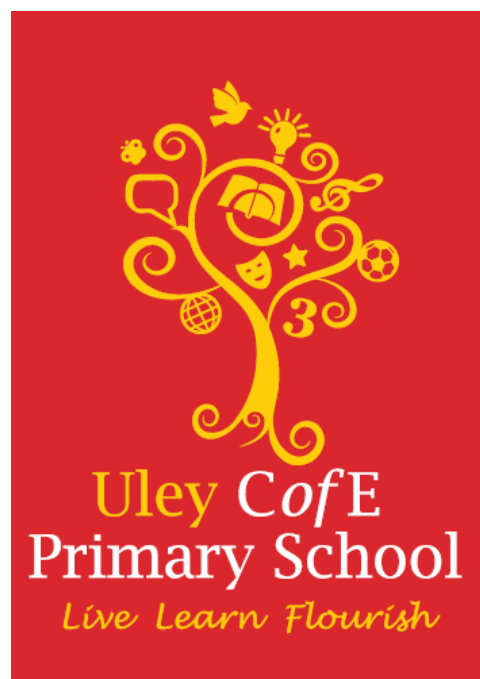


ULEY C OF E PRIMARY SCHOOL



PUPIL PREMIUM STRATEGY STATEMENT 2021 - 2024




They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up. They succeed in all they do. Psalm 1:3

Ethos Statement







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

OUR SCHOOL VISION

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

OUR SCHOOL MISSION

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values and the Diocesan vision “I have come that they may have LIFE, and have it to the full”. (John 10:10)

Pupil premium strategy statement Uley C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	Annually
Statement authorised by	HT/Govs
Pupil premium lead	Zoe Mandeville
Governor / Trustee lead	Erica Latham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,465
Recovery premium funding allocation this academic year	£2,320
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£9360
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,145

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated.

The funding is then allocated with the aim of making maximum impact in the school, supporting our vision 'Live, Learn and Flourish'. Every decision made has the child at the heart of it.

Our focus is to fulfil the highest aspirations in teaching and learning in order for children to achieve their full potential both academically and personally. Our focus is also in developing the whole child so that they bear fruit at the right time and succeed in all they do (Psalm 1:3) and become well rounded individuals as well as preparing them for the next stage in their education.

At Uley we use the tiered approach to the use of pupil premium funding

THE PUPIL PREMIUM TIERED MODEL



In line with the DfE guidance the funding is not only spent on eligible pupils. Research suggests that some of the most effective spending will be on whole school strategies,

including improving the quality of teaching, therefore, our pupil premium strategy is rooted in our whole-school approach linked to our whole school improvement plan. We know that if you provide an ambitious, broad, balanced, well-constructed and well taught curriculum leads to at least good outcomes for ALL pupils. The progressively sequenced curriculum, along with enhanced learning experiences, gives ALL pupils the cultural capacity that they need to be successful in life in the short and long term future.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional barriers for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have increased following the pandemic, including the need for Nurture Provision, ELSA intervention and behaviour support. Emotional literacy
2	Our assessments show that some PP children are not always in line with their peers in attainment
3	Our attendance data 2021 – 2022 shows that disadvantaged pupils data is below non-disadvantaged Our assessments and observations indicate that absenteeism could be impacting disadvantaged pupils' 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
To provide school staff with the knowledge and skills in order to support children who have social and emotional barriers impacting on their learning	Children experiencing social and emotional trauma, 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

	Children are better placed to access learning
<p>Small group/individual support from an additional TAs</p> <p>Class teachers to be deploying TAs based on professional judgement to best support children in the areas that need support and /or intervention</p>	<p>Children's gaps in their learning are identified and targeted</p> <p>Children make good progress in the areas where they are supported</p> <p>Children grow in confidence in their learning</p>
<p>SENDCo support supports pupil premium children and families, and staff to ensure the plans put in place ensure the children make good progress</p> <p>22% of our pupil premium children are also SEND</p>	<p>Children's gaps in their learning are identified and targeted</p> <p>Children make good progress in the areas where they are supported</p> <p>Interventions are monitored well</p>
<p>Nurture / enrichment groups</p> <p>For those children who find the class environment challenging and to support any My Plans / targeted support for the children, enrichment groups provide an opportunity to engage in an activity and conversations individually or small groups</p>	<p>Children have an improved level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement</p>
<p>Family Support Worker is supporting families and children through a variety of needs including financial, behavioural, attendance, emotional and mental health and wellbeing.</p>	<p>Parents & carers to feel that they, and their children, are being well supported to address any needs.</p> <p>Children are happy and thriving at school – impacting on their progress and achievements</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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training on emotional literacy and/or ACEs</p> <p>To provide school staff with the knowledge and skills in order to support children who have social and emotional barriers impacting on their learning</p>		1, 2 & 3

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>FSW</p> <p>Family Support Worker is supporting families and children through a variety of needs including financial, behavioural, attendance, emotional and mental health and wellbeing.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2 & 3
<p>TA support</p> <p>Small group/individual support from an additional TAs</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-</p>	1 & 2

<p>Class teachers to be deploying TAs based on professional judgement to best support children in the areas that need support and /or intervention</p>	<p>quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Nurture Nurture / enrichment groups For those children who find the class environment challenging and to support any My Plans / targeted support for the children, enrichment groups provide an opportunity to engage in an activity and conversations individually or small groups</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 2 & 3</p>
<p>SENDCo support SENDCo support supports pupil premium children and families, and staff to ensure the plans put in place ensure the children make good progress</p> <p>22% of our pupil premium children are also SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND. <p>The 5 recommendations made are-</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception. 2. Build an ongoing holistic understanding of your pupils and their needs. 3. Ensure all pupils have access to high quality teaching. 4. Complement high quality teaching with carefully selected small group and one to one interventions. 5. Work effectively with Teaching Assistants. 	<p>1, 2 & 3</p>

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplementing fees for Breakfast/After school club Trips/music tuition		1
Development of a nurture / wellbeing area		1 & 2

Total budgeted cost: £ 36,500

Part B: Review of the previous academic year

Review Year 2021-22			
Teaching			
Outcome	Chosen action / approach	Impact:	Lessons learned
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	Small group/individual support from an additional TA 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 21– July 22 EXPECTED PROGRESS=3 POINTS Maths – average 3.2 points Reading – average 2.4 points Writing – average 1.9 points 100% PP children achieved ARE expectations at the end of Year 2 50% PP children made expected progress in writing and maths, and better than expected progress in reading	This is a strategy that will be continued
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	The impact of illnesses over 2021 – 2022 has difficult to analysis although we use persistent absentee information and attendance records to evaluate reasons for being absent in order to inform our next steps.
Targeted Support			
Outcome	Chosen action / approach	Impact:	Lessons learned
Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement	Nurture/enrichment groups Small group enrichment sessions for PP children. Children are identified as needing a positive	Positive feedback from children – see children’s quotes Parents happy for children to engage in groups - parents’ consent is requested	This year has been a challenge to deliver to all PP children due to the impact of illnesses but identification of children who would benefit from small group intervention through nurture groups to

	enrichment experience with a trained member of staff. To consider some additional hours to plan, prepare and evaluate groups		support their mental health has happened mainly within the junior classes. Continue: 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? Simple baseline has been implemented to measure some impact as measuring impact of something less tangible is challenging Groups are smaller and with children of similar needs
Families are well supported through challenging times	Family Support Worker (FSW) Family worker to support PP families with issues at home and/or school. Family worker and school to signpost through the Early Help support. SENDCo support	40% children/families have been directed to FSW / SENDCO support over the year autumn 2021 – Summer 2022 and have had interaction/support. Parents have been sign posted to FSW for support for a variety of purposes Children are signposted by school staff to FSW for support and intervention to support SEMH needs My Plans for academic and social/emotional have been put in place with targeted support such as ELSA	This strategy is continuing for the next year. Those families / children not needing direct support from FSW or Sendco support to consider a way to support e.g. nurture groups if required
Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours	Training EP service Coaching	Training from EP carried forward Family Support Worker Elsa training £150 to help to support – to support the emotional needs of children	To continue any training that will prove to be useful with identified needs within the school FSW continues to train and implement these strategies Early help to speak with staff
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	Targeted support – therapies, counselling etc for individuals or a small of individuals with the same need		Carry forward
Wide Strategies			
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	Financial support for residential trip to ensure pupils attend

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Neli programme	