

# Stretton Handley CE (VC) Primary School - Pupil Premium Strategy Statement

1. Summary information					
Academic Year	2021-22	Total PP budget	£2,585	Date of most recent PP Review	May 22
Total number of pupils	35	Number of pupils eligible for PP (Sep21 )	5 (14.2%)	Date for next internal review of this strategy	Sum 2022

2. Current attainment		
	<i>Pupils eligible for PP Year 6 (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Number achieving expected standard in reading, writing and maths	0/1	71%
Number achieving expected standard in reading	0/1	73%
Number achieving expected standard in writing	0/1	78%
Number achieving expected standard in maths	0/1	79%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Due to the small number, barriers are individual to each child eg additional support with reading comprehension, writing and spelling.
<b>B.</b>	Our pupil premium pupils are more likely to have SEN and/or or social/emotional issues which may have affected them academically and/or pastorally and so individual support is planned for this.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>C.</b>	Families requiring additional support eg Social services, MAT team: affecting learning, support at home, punctuality, ability to attend extra-curricular activities etc
<b>D.</b>	Effects on ability and progress across all year groups due to the National school closures impact on progress and engagement in all subjects.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	To ensure children eligible for PP make expected or better progress in line with peers in reading and writing	Children eligible for PP make progress at least in line with expectations.
<b>B.</b>	To support children with self-esteem and emotional well-being.	Support in place for specified children. Positive feedback from children, parents, staff. Good progress.
<b>C.</b>	To ensure families of pupils eligible for PP are encouraged and supported: to access school activities; to support learning at home and to access external support to address learning/emotional needs of PP children.	Families accessing/engaging with support available eg Building Sound Minds Derby and Derbyshire, Social Services, MAT team, school nurse etc

**Planned expenditure: Academic year 2021-22** The three headings below enable schools to demonstrate how they are using the PPP to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all – 2021-22**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
<p><b>A.</b></p> <p>SEN children, (incl those eligible for PP) make expected or better progress in line with peers in reading, writing</p>	<p>Provide TA support to ensure small groups and/ or 1 to 1 with teacher or TA.</p> <ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• Phonics/ spelling groups</li> <li>• Continue to explicitly teach reading comprehension strategies, through modelling and supported practice.</li> <li>• ensure disadvantaged pupils/DSEN are highlighted in planning and interventions</li> <li>• High quality marking and feedback</li> <li>• Use of pre-key stage and key stage standards</li> </ul>	<p>EEF 'Improving Literacy in KS2 and KS1 Guidance reports (2020/21) recommends that teaching reading comprehension strategies through modelling and supported practice has extensive impact. Effective implementation of systematic phonics programme is very extensive. Many different evidence sources suggest high quality feedback, is an effective way to improve attainment. EEF toolkit – Collaborative work and metacognition – high impact. TA support in mixed age classes means teacher can focus on small group work.</p>	<p>Monitoring cycle – observations, discussions with pupils etc. pupil progress meetings</p> <p>work scrutiny Cluster network/moderation meetings. Pupil discussion and reading conferences.</p> <p>SEN Cluster Network meetings Liaison with SSEN</p>	<p>SENCo Rec/ KS1 Lead KS2 Lead English lead Maths lead</p>	<p>Dec 2021 March 2022 July 2022</p> <p>TA 2 hours per week 30 weeks 2 x £561.60</p>
<p><b>B.</b></p> <p>To support children with self-esteem and emotional well-being.</p>	<ul style="list-style-type: none"> <li>• Accessing external support eg Build Sound Minds Derby and Derbyshire, CAMHS</li> <li>• Review resources for PSHE programme/ Circle time</li> <li>• Kagan approaches to encourage engagement, collaborative learning</li> <li>• Developing independence, resilience and responsibility eg roles in school -- Buddies, mini-leaders, CW roles</li> </ul>	<p>National and local agenda- increased focus on children's well-being. emotional and mental health. EEF – developing metacognitive strategies, including metacognitive talk in classroom and explicitly teaching pupils how to organise and manage their learning independently, supports children's motivation, behaviour and well-being.</p>	<p>Regular staff up-dates.</p> <p>Safeguarding policies and practice</p> <p>Links with Safeguarding audit and action plan.</p>	<p>Staff Headteacher SENCo</p>	<p>Dec 21 Mar 22 July 22</p>
<p><b>C.</b> Families encouraged/supported: to access school activities; to support learning at home and to access external support to address learning/ behavioural/ emotional needs</p>	<ul style="list-style-type: none"> <li>• Engaging, relevant curriculum,</li> <li>• Education City subscription</li> <li>• Involve children in developing home learning menus - choice/ range of activities</li> <li>• Range of curricular and extra-curricular experiences, visits and visitors</li> </ul>	<p>Building good relationships with parents and carers and signposting to other support, encourages families to be more involved in school and to support children's learning.</p>		<p>Class teacher / teaching assistant</p> <p>SENCo</p>	<p>Dec 2021 July 2022</p>
<b>Total budgeted cost</b>					<b>£1,123.20</b>

## ii. Targeted support – 2021-22

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementation
<p><b>A.</b></p> <p>SEN children, eligible for PP make expected or better progress in line with peers in reading, writing</p>	<ul style="list-style-type: none"> <li>Continuing to work with SSEN support;</li> <li>individual programmes of support to overcome specific barriers, including: phonics, reading comprehension</li> <li>1 to1 and small group provision for children – phonics, and spelling</li> <li>Additional 1 to 1 and small group sessions in reading in addition to standard sessions</li> <li>Resources to support intervention, additional group work</li> </ul>	<p>Some of the children need targeted support. EEF Toolkit suggests that TA support is high cost for low impact. However, the TA reduces group sizes for more-able children increasing amount of pupil/teacher interaction. Small group interventions with highly qualified staff have been shown to be effective (EEF toolkit) Two year trend shows that high ability pupils eligible for PP make at least as good progress as other higher attaining pupils across KS2 in reading, writing and maths when assessing without levels. We want to ensure that PP pupils continue achieve 'expected standard' and above and that the potentially more-able PP achieve 'working at greater depth within expected standards' in reading at end of KS2.</p>	<p>Organise timetable to ensure delivery time. Support for teacher/ teaching assistant to liaise with SSEN and follow-up programmes of work / activities.</p> <p>Extra teaching time and preparation time paid for out of PP budget. Training and support for teacher / English / Ma lead eg Cluster network and moderation meetings. Engage with parents and pupils before support begins to address any concerns or questions Monitor as part of school improvement cycle</p>	<p>TA 1 hour per week 38 weeks £609.90</p> <p>Introduction of a validated systematic synthetic phonics (SSP) programme Twinkl Phonics</p> <p>Additional banded reading books.</p>	<p>Dec 21 March 2022 July 2022</p>
<p><b>B.</b></p> <p>To support children with self-esteem and emotional well-being.</p>	<ul style="list-style-type: none"> <li>Home access to ICT Education City programme.</li> <li>1 to 1 sessions with a key adult to support emotional / well-being issues</li> <li>Confidence in speaking and interacting with adults eg delivering messages, reporting back</li> <li>Speaking /oral language work in pairs/small group.</li> <li>Additional PSHE and small group work sessions, to build self- esteem and confidence</li> <li>Morning 'meet and greet' with child /parent/ carer</li> </ul>	<p>Some children need targeted support for emotional wellbeing. EEF suggests that all pupils benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit)</p> <p>We want to provide extra input to support self-esteem and achievement of 'expected standard or higher.</p>	<p>Engage with parents and pupils before support begins to address any concerns or questions Monitor as part of school improvement cycle.</p>	<p>ICT Education City programme</p> <p>ClassDojo</p> <p>TA 1 hr per week 38 weeks – key adult support £609.90</p>	<p>Dec 2021 Mar 2022 July 2022</p>

**Total budgeted cost**

£1,219.80

### iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	When will you review implementat
<p><b>C</b> Families of pupils eligible for PP are encouraged and supported: to access school activities; to support learning at home and to access external support to address learning/ behavioural/ emotional needs of PP children. Increased attendance rates at after school activities for pupils eligible for PP</p> <p>Enrichment of the curriculum. Enable vulnerable children to take part in the full curriculum, including inspirational trips/visits, after school clubs and residential</p>	<p>Sign post families to support available eg School nurse, CSW, EHO</p> <p>Liaison and information sharing as appropriate with</p> <ul style="list-style-type: none"> <li>- Social services</li> <li>- MAT team workers</li> <li>- School nurse</li> <li>- Counselling services eg Talk Time</li> </ul> <p>Agency/ Early help support as required eg P4YP, Action for children – Build Sound Minds Derby and Derbyshire.</p> <p>Subsidise cost of Residential July 2022 – number of PP increased since October 2020 census due to hardship caused by Covid-19</p> <p>Monitor and encourage participation n after school PE activity. (subsidised through Sport Premium funding)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Maintaining and developing positive relationships between home and school to support learning, attainment and progress</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor emotional well-being but also monitor whether improvement translates into improved attainment.</p> <p>Links with MAT team and social workers already supporting these children.</p> <p>Discussions with staff.</p> <p>Regular informal feedback and information sharing.</p> <p>Discussions with staff involved. Evidenced by children who are highly motivated and enthusiastic learners and able to talk about their learning.</p>	<p>P4YP – Pastoral support Package 1 – EH funding</p> <p>Action For Children Build Sound Minds Derby and Derbyshire via school or NHS referral.</p> <p>Residential £242</p> <p>Afterschool clubs – Sport Premium funding</p>	<p>Dec 2021 Mar 2022 July 2022</p>
<b>Total budgeted cost</b>				<b>£242 residential</b>	

## 6. Review of expenditure - Previous Academic Year 2020-2021

### i. Quality of teaching for all and Targeted support (review of 2020/21)

Desired 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)
<p>A.</p> <p>SEN children, (incl those eligible for PP) make expected or better progress in line with peers in reading, writing and maths</p>	<p>TA support to ensure small groups and/ or 1 to 1 with teacher or TA. eg Phonics programme</p> <ul style="list-style-type: none"> <li>● Close monitoring of engagement with online blended learning.</li> <li>● Continue to explicitly teach reading comprehension strategies, through modelling and supported practice. (online during lockdown)</li> <li>● ensure disadvantaged pupils/DSEN are highlighted in planning and interventions- specific activities planned to support focused groups through online platforms</li> <li>● High quality marking and feedback- provided online and face-to-face during lockdown</li> <li>● Ensure support, challenge and application opportunities in maths- white rose/ mastery continued through lockdown</li> <li>● Continuing to work with SSEN support (online only)</li> <li>● individual programmes of support to overcome specific barriers, including: phonics, specific learning difficulties and speech and language interventions</li> <li>● Additional 1 to 1 and small group sessions in reading in addition to standard sessions</li> <li>● Resources to support intervention, additional group work- a range of new online resources acquired to support intervention- spelling frame/ hit the button etc.</li> </ul>	<p>Teaching reading comprehension strategies through modelling and supported practice has had impact on reading outcomes. This has continued online through lockdown with access to 'first news' and Epic books.</p> <p>End of KS1 (all) 100% achieved Exp+ in rdg, wtg, ma. Rdg GDS = 33%</p> <p>2019 - End of KS2 (All) 87.5% Exp+ in Rdg and Ma and 75% in Writing.</p> <p>KS2 Reading at GDS = 88% Writing 50% GDS.</p> <p>EEF toolkit - In mixed age class, the distribution of PP children means the teacher can focus on individual and small group</p>	<p>SSEN support continuing for one child eligible.</p> <p>PP Funding used to support one to one and small group work effective. This will continue.</p> <p>Targeted support and intensive 1 to 1 and guided reading strategies will continue.</p>
<p>B.</p> <p>To support children with self-esteem and emotional well-being.</p>	<ul style="list-style-type: none"> <li>● Accessing CPD eg Ed Psyc</li> <li>● Further improve pupil resilience (Character Education) CW continued through blended learning</li> <li>● Cooperative learning structures</li> <li>● Liaison with agencies as required (online only)</li> <li>● Close working relationships with home, children struggling emotionally through lockdown invited into school.</li> <li>● Developing independence/responsibility</li> <li>● Home access to ICT Education City and access to many more online blended learning tools.</li> <li>● 1 to 1 sessions with a key adult to support emotional / well-being issues (online during blended learning)</li> <li>● Additional PSHE and small group work sessions to build self-esteem and confidence (through blended learning)</li> <li>● Morning 'meet and greet' with child /parent/ carer (phone calls home</li> </ul>	<p>Children eligible for PP have made significant progress with confidence and issues around anxiety etc. This progress continued after reintegration back to school after home learning. Close monitoring of children for signs of anxiety/ emotional issues.</p> <p>Intensive support for one pupil with behavioural issues /emotional well -being– successful. Significant reduction in incidents. Good progress. Child invited into school during home learning- benefitting from school routines etc</p>	<p>Small group of children inc lthose eligible for PP continue to require support. Review of EH offer and pastoral approaches- P4YP continues.</p> <p>Detailed monitoring of behaviours and close working relationships with external professionals</p> <p>New Ofsted framework- SIP focus on metacognition – 'learning to learn' strategies and continuing PSHE development.</p>

during covid)

- Playtime and lunchtime buddy support
- Some additional provision with some 'aspiration' activity such as cluster school enrichment days

National and local agenda increased focus on children's well-being, emotional and mental health. EEF – developing metacognitive strategies, including metacognitive talk in classroom and explicitly teaching pupils how to organise and manage their learning independently, supports children's motivation, behaviour and well-being.

## ii. Review of Other approaches ( 2020-2021)

<p><b>C</b> Families of pupils eligible for PP are encouraged and supported: to access school activities; to support learning at home and to access external support to address learning/ behavioural/ emotional needs of PP children. Increased attendance rates at after school activities for pupils eligible for PP</p>	<p>Sign post families to support available eg School nurse, CSW, EHO</p> <p>Liaison and information sharing as appropriate with</p> <ul style="list-style-type: none"> <li>- Social services</li> <li>- MAT team workers</li> <li>- School nurse</li> <li>- Counselling services eg Building Sound Minds Derby and Derbyshire</li> <li>- P4YP</li> <li>-</li> </ul> <p>Educational Psychologist core support available if required.</p> <p>Behaviour Support Service as required</p> <p>Subsidise activities/ trips, after school clubs Residential support etc</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Pupil eligible for PP has made significant improvement progress in improving behaviour and attitude to learning, which has impacted on attainment. (SAT Scaled scores)</p> <p>Educational psychologist assessment/ reports/ meetings with parents. (Specifically PP children £500)</p> <p>Maintaining and developing positive relationships between home and school</p>	<p>Support for families and for enrichment to continue. Positive relationships with families important to support overall attainment and progress.</p>
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## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Due to the small numbers and spread of children eligible for PP across year groups, it is difficult to make generalisations and detailed analysis would identify individual pupils. Looking at progress over time, at end of KS2 all children have made expected or better progress.