



Pupil premium strategy statement 2021-22

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	Staindrop CE Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	23% (National 20.8%)
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	20.09.21
Date on which it will be reviewed	20.09.22
Statement authorised by	S. Whelerton
Pupil premium lead	C. Harland
Governor / Trustee lead	A. Cullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51, 660
Recovery premium funding allocation this academic year	£ 5,466
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£57,126

Part A: Pupil premium strategy plan

Statement of intent

The aim of our pupil premium strategy is to provide not only funding but focus, setting the achievement for our children from disadvantaged backgrounds as a priority in our school.

- *To close the attainment gap between disadvantaged children and their peers*
- *To use evidence-informed approach to the strategies we use to support disadvantaged children*
- *To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils*
- *To support disadvantaged learners at all levels of attainment*
- *To plan and implement support through a tiered approach:*
 1. *Teaching*
 2. *Targeted Academic Support*
 3. *Wider Strategies*

Challenges

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

Challenge number	Detail of challenge
1	Low engagement in reading/phonics
2	Impact of school closures during COVID 19
3	Absence and punctuality
4	Home support/engagement
5	Low levels of language and communication skills
6	SEMH of pupils
7	Limited access to wider cultural 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.

Intended outcome	Success criteria
<p>Early reading and Phonics At the end of year 1 to maintain and continue to reduce the gap between disadvantaged and peers nationally in phonics.</p> <p>At end of KS1 to continue to reduce the gap between disadvantaged pupils and others in reading</p>	<ul style="list-style-type: none"> Maintain and reduce current attainment gap in phonics Screen check <p>In 2019 80% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 4%. National Disadvantaged is 71%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p> <ul style="list-style-type: none"> Maintain current performance of disadvantaged pupils in line with 'others' nationally in KS1 reading SATS <p>In 2019, 80% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of +2%. National Disadvantaged is 62%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p>
<p>Impact of school Closures during Covid-19 on attainment and progress of core subjects and Science</p> <p>Disadvantaged children recover lost learning from periods of lockdown in all areas of curriculum and reduce the gap between disadvantaged and others in school and nationally in KS1/ KS2 SATS Reading, writing and Maths</p>	<ul style="list-style-type: none"> Despite lockdown periods, Disadvantaged children perform in line with national others in KS2 SATS <p>In 2019, 88% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 51%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p>
<p>Enrich language/ vocabulary development Disadvantaged children improve language and early literacy skills.</p>	<ul style="list-style-type: none"> Maintain and reduce current attainment gap in GLD at the end of EYFS <p>In 2019, 67% of Disadvantaged pupils achieved the GLD. Nationally, 73% of non-Disadvantaged pupils achieved the GLD. Therefore, there is an achievement gap of 6%. National Disadvantaged is 56%. Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally</p>
<p>Attendance and absence including those deemed to be persistent absences Attendance and punctuality for disadvantaged pupils improves</p>	<ul style="list-style-type: none"> Overall attendance of disadvantaged pupils inline NA Gap between attendance for disadvantaged v others does not widen

	<ul style="list-style-type: none"> PA remains broadly in line with NA. Gap between disadvantaged and others closes <p>In 2020-21 disadvantaged attendance was 94.74% compared with others 97.6%.</p>
<p>Emotional well-being and behaviour support of pupils post Covid-19</p> <p>Disadvantaged children are well-supported with their SEMH</p>	<ul style="list-style-type: none"> Children demonstrate increased resilience Reduction in incidents for those children who are receiving emotional well-being interventions
<p>Cultural Capital</p> <p>Disadvantaged children access a broad range of enrichment activities</p>	<ul style="list-style-type: none"> Disadvantaged pupils access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.

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: £ 9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of whole school approach to meta-cognitive strategies e.g. frequent low stakes quizzing</i>	EEF Metacognition and self-regulated learning guidance	2.
<i>Phonics development days 3x per year</i>	EEF KS1 Reading guidance-Strand	1.
<i>Refinement of whole school knowledge rich curriculum with a focus on vocabulary acquisition using whole staff planning days</i>	EEF KS1 Reading guidance-Strand Mary Myatt- The curriculum Gallimaufry to coherence	2. & 5.
<i>Whole-class reading approach underpinned by clearly defined formative assessment practices.</i>	EEF KS1 & KS2 improving literacy program EEF Formative assessment guidance	2.
<i>Training & Implementation of structured guided writing process (sentence stacking)</i>	EEF KS1 & KS2 improving literacy program	2.
<i>Training & Implementation of structured spelling program to address gaps and with frequent revisits previous year group content (interleaving)</i>	EEF KS1 & KS2 improving literacy program	2.
<i>Diagnostic assessment strategies to identify gaps in children's knowledge and understanding</i>	EEF Diagnostic assessment-Evidence insights	2.
<i>Continued use of Accelerated Reader independent reading program KS2</i>	EEF toolkit-AR Evaluation	2.

National Collage online CPD staff subscription	N/A	2.
---	-----	----

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

Budgeted cost: £ 33,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 daily phonics tutoring	Government reading guidance 2021	1.
targeted small group intervention-writing/maths	EEF Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance	2.
Implementation of Oral language programmes/ NELI program in EYFS	EEF Research toolkit-NELI Evaluation KS1 Literacy guidance Closing the vocab gap-Alex Quigley	5.
School PSA Fortnightly	NA	3

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

Budgeted cost: £ 14,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking therapy	Dr John Allan's Serial Drawing technique	6.
Nurture group staff training and implementation	N/A	6.
Subsidised Breakfast club access and increased staffing	N/A	3.
Access to curriculum enrichment experiences-visits, residential, Staindrop bucket list	Department of Education-My Activity Passport guidance	7. & 5.
Reflection spaces	N/A	6

ABYT Young Leaders Award ks1 & ks2	N/A	5,6, & 7
---	-----	----------

Total budgeted cost: £ 57,126

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2019-21

Aims:		Outcomes:
A	Attainment of PP pupils is at least broadly in line with non-PP pupils.	<p>Based on 2020-21 teaching assessments</p> <p>- 66 % Disadvantaged children ready to progress to next year group</p> <p>National tutoring partner-Third space learning – weekly tutoring in Maths x 6 pupils in YR 4/5 -mixed success. 3 Pupils showed good progress in maths. 2 pupils showed some small progress. 1 pupil didn't finish program due to nature of delivery. Decided not to continue next year.</p>
B	Improve emotional resilience for pupils eligible for PP	Lesson observations/Learning walks and staff feedback indicates that emotional resilience is improving despite current climate. Outcome to remain to ensure this continues, particularly because of possible continued impact on wellbeing from pandemic. EWEL team have worked with 3 children in school to support their well-being-with follow up work completed with class teachers.
C	Reading of PP pupils in Y3 accelerates so that it is at least broadly in line with non-PP pupils	Disadvantaged children are broadly in line with cohort- disadvantaged Y3 67% ES compared to 64% others.
D	Increased engagement seen in lessons. Work scrutiny indicates that PP pupils have accelerated progress. A greater percentage of PP pupils will be able to complete homework successfully. Vocabulary of PP pupils is enriched and extended.	Vocabulary Training took place for staff in September 21 – this had a positive impact. Increased progress of PP pupils evident. Staff have been explicitly teaching vocabulary which has had a positive impact. Book scrutiny and learning walks indicate that pupils are using a greater range of vocabulary.
E	Pupils eligible for PP access the same life chances as their academic peers which will raise their self-esteem, confidence, and academic progress and through these first hand experiences apply their skills for the new learning across the curriculum.	<p>Subsidy enabled all pupils to take part in virtual visits and visitor events resulting in them demonstrating increased resilience, independence and improved self-confidence.</p> <p>Subsidy enabled some PP pupils to attend breakfast club and after school clubs. Feedback from pupils and parents has been very positive regarding these clubs.</p>

F	Improved attendance rates for PP children.	<p>In 2020-21 PP attendance was 94.74% compared with others 97.6%.</p> <p>PA was 18% for Disadvantaged children and 3% for others– NB one pupil was absent from school from Sept –April due to family health issues and anxiety. Remote learning was provided and PSA worked with the family to support his return to school in April.</p>
G	Improved progress for pupils eligible for the Pupil Premium. Reduced stress levels for some parents/carers. Provide increased opportunities in school to support and enthuse a love of reading.	Based on teacher assessments, disadvantaged Children made good progress towards RTP criteria and received daily catch-up interventions to support this. It is important that this continues as part of catch up
H	Learning of pupils is enriched through a range of educational visits. All pupils entitled to premium are able to be involved in the wider aspects of school life e.g. trips, clubs, music tuition, breakfast club	Due to restrictions, school visits were limited. Instead a program of virtual events such as zoo lab, Durham Cathedral, National coal mining museum were put into place to contribute to children’s enrichment.

