

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	Croughton All Saints
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Goulder Headteacher
Pupil premium lead	Helen Goulder Headteacher
Governor / Trustee lead	Jill Greener, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6260
Recovery premium funding allocation this academic year	£580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10585
Total budget for this academic year of which £4502 to be carried forward to 2022/23	£17425

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach this year is in response to the pandemic, the associated lock downs and the impact on pupil's well-being and learning. SEMH, reading, writing and phonics were the most difficult areas to teach through remote learning. Writing in particular, using a device rather than paper, has impacted stamina, handwriting and grammar.

We aim to provide support by:

- Ensuring that teaching and learning opportunities meet the needs of all children.
- Allocating pupil premium funding so it has a positive impact on identified individuals.
- Making appropriate SEMH provision for our vulnerable groups.

Our provision includes:

- Offering a place in wrap-around care
- Additional learning support in class and small intervention groups
- Support payments for music, activities and educational visits

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gaps in oracy, reading, writing and phonics.
2	Lack of parental engagement with reading at home.
3	Lack of engagement in school, passive anxious children.
4	Lack of regular attendance in school.

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
Improve progress in phonics and spelling in all age groups for pupil premium children	All PP children will make progress from their starting points
Improve progress in reading for all PP children	All PP children will make progress from their starting points
Improve progress in writing for all PP children	All PP children will make progress from their starting points
Improve pupil well-being and growth mind-set	All pupils will be happy and confident in school. Anxiety will not be a barrier to learning or friendships. Pupils will develop resilience and ability to bounce back
PP children will engage with extra-curricular activities	PP children enjoy attending activities and clubs outside of the school day

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, CPD, recruitment and retention

Budgeted cost: **£3568**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader	<p>Accelerated Reading system and diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction for reading.</p> <p>Parental engagement will raise the profile of reading for pleasure in school and at home.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 & 2
<p>Embedding activities to develop spoken language and vocabulary acquisition across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
Purchase further Read Write Inc resources and teacher training and release time to ensure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
Music Tuition	Self esteem improves. Concentration and perseverance develop.	3

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

Budgeted cost: **£2920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
Teaching assistant two hours per week, rhythmic movement intervention to support handwriting.	Intervention targeted at specific needs can be an effective method to support low attaining pupils or those falling behind.	4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Teaching Assistant two hours per week, oracy interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Play leader lunchtime support S4A coach one hour per week	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)	3
Teaching assistant carries out diagnostic reading assessments and supports class reading.	Intervention targeted at specific needs can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: **£6435**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and After School club Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

<p>Outside agency support for targeted children who need additional support due to SEMH and anxiety issues.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Contingency fund for acute issues. £1000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £12923

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.

Due to Covid 19, performance measures have not been published for 1920/21, and 2020/21 results will not be used to hold schools to account.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees but particularly in reading, writing and phonics. Where engagement levels were high, the impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and taught through Teams.

Although overall attendance in 2020/21 was lower than in the preceding year at 92.8%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 9% higher than their peers. These gaps are larger than in previous years, which is why attendance and the offer of Extended Services is a focus of our current plan to mitigate this issue.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and will use carry forward to continue this work into 22/23 as funding predictions will be lower next year.

Externally provided programmes

Programme	Provider
Theraplay	Ellie Collar
EYFS Assessment & Advice	Ellie Collar

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Each class has a teaching assistant. Part of their remit is pastoral support for the service children who arrive in early years.
What was the impact of that spending on service pupil premium eligible pupils?	Transition into school is as smooth as possible and children integrate into the British way of life. Gaps in learning due to no previous pre-school experience are quickly identified and where necessary, additional assessments and personalised plans are put in place.

