

Pupil premium strategy statement

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	Punnetts Town Community Primary School
Number of pupils in school	109
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	Claire Kinsella, Headteacher
Pupil premium lead	Susan Conaway, Inclusion Manager
Governor / Trustee lead	Alison Doig & Bintou Sy, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,035.00
Recovery premium funding allocation this academic year	£405.00
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	£4440.00

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 and vulnerable 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through in house tutoring and interventions provided by school staff who work with pupils on a daily basis.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support access to wrap around care

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among the disadvantaged pupils.
2	To increase the support offered by families to impact pupils progress
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	<p>Our assessments and observations indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures. These findings are supported by national studies.</p> <p>This has resulted in low self-esteem, lack of self-efficacy and intrinsic motivation leading to pupils falling further behind age-related expectations.</p>
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified some challenging home circumstances and other home issues, which have impacted overall attainment.
7	<p>Our attendance data over the past year indicates that attendance for our disadvantaged pupils has been below the school target of 97%. This data is monitored and percentages compared with those who are not disadvantaged (with such a small cohort of eligible pupils 3%, comparisons give limited insight).</p> <p>Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Progress to be accelerated thus closing the attainment gap alongside non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Progress to be accelerated thus closing the attainment gap alongside non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • Governor monitoring • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Raise awareness and profile of attendance <ul style="list-style-type: none"> • Communication in a form that is easily accessible to parent/ carer • Policy and procedures clearly describe expectations and support for attendance • Early intervention including first day response • Personalised targeted support for the family • A reduction in termly attendance meetings • Electronic registration

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: **£1735.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Completion of dyslexia screening test for targeted pupils.</p> <p>KS2 pupils to complete standardised reading age tests.</p>	<p>Standardised 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<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>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Improve the quality of social and emotional (SEL) learning through the Empowerment Approach.</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,</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
--	---	--

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

Budgeted cost: **£1500.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A disadvantaged pupils receive tutoring.</p> <p>Targeted TA support to accelerate progress and close the attainment gap</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5, 6, 7
Purchase of Language Link for early identification and intervention	Trained staff feel confident to use language link assessment tool and implement any resulting programs	1, 2, 3, 4, 5, 6, 7
Purchase of Spelling Shed	Evidence based resource to raise attainment in spelling in a systematic, consistent whole school approach	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: **£1200.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Whole staff training on the Empowerment approach through:</p> <ul style="list-style-type: none"> • INSET • Twilights • Staff meetings • Form working party • Assemblies • Weekly discrete learning on Empowerment • Pupil/ staff/ parent voice • Monitoring 	<p>Research based Empowerment Approach to</p> <p>Improved language acquisition for pupils who experience anxiety; are withdrawn; who struggle with unhelpful or risky behaviour; or who find school a challenge.</p>	1, 2, 5, 6, 7
Support with residential and extra-curricular opportunities	Pupils able to access and benefit from enrichment opportunities	2, 5, 6, 7
Provide school uniform	Pupils wear school uniform with a strong sense of belonging and pride	5, 6, 7
Positive Handling training	Staff feel confident to support pupils with challenging behaviour	5, 6, 7
First Aid training	Staff feel confident to meet the needs of pupils and staff in the workplace	5, 6, 7
Outdoor learning opportunities throughout the academic year	Small group focused opportunities with 2 members of staff, one of whom works daily as a TA with the group of pupils	1, 2, 3, 4, 5, 6, 7
<p>Mental Health and Wellbeing training of a lead teacher to secure key language and evidence based strategies underpinning good mental health.</p> <ul style="list-style-type: none"> • Staff wellbeing survey • Pupil voice • Adaptation to positive behaviour policy to meet the needs of individual pupils 	Raised awareness of MHWB in school community.	5, 6, 7

Total budgeted cost: £4440.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils (and all other pupils) was lower than in the previous years across the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. 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 the setting of work by the class teachers.

Overall attendance in 2020/21 was lower than in previous years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 93% in line with their peers. The overall attendance percentages is lower than in previous years, which is why attendance is a focus of our current plan.

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.

Externally provided programmes

Programme	Provider
Empowerment Approach	Kit Messenger
First Aid	Choice Medics
Educational Psychologist consultation	ISEND

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.