

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	Ardleigh St. Mary's Church of England Voluntary Controlled Primary School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	9%
Academic years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nathan Kempster, Headteacher
Pupil premium lead	Nathan Kempster, Headteacher
Governor lead	Sarah Rawlinson, Governor for PPG Children

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£1472
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	£9542

Part A: Pupil premium strategy plan

Statement of intent

At Ardleigh St. Mary's Church of England Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Diminish the difference in attainment between disadvantaged pupils and their non-disadvantaged counterparts, both within school, locally and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in our children's own ability to communicate effectively in a wide range of contexts, using a wide range of vocabulary
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their place in our community and their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Provide opportunities for all pupils to participate in enrichment activities, including sport, music and Forest Schools
- Provide appropriate well-being and nurture support to enable pupils to access learning within and beyond the classroom
- Target funding to ensure that all pupils have access to trips, residentials and other first hand learning experiences

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous evaluation of practices and analysis of data. Class teachers will identify, through assessment and pupil progress meetings, specific intervention and support for individual pupils which will be detailed on provision maps and reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	A rise in children with low Speech, language and communication skills, particularly in Early Years and Key Stage 1
2	The link between low SLC skills and being able to read and write expressively, using accurate vocabulary, as children progress through the school
3	A rise in well-being issues that are affecting children both emotionally and academically
4	Children missing school for extended periods of time due to the COVID-19 pandemic. This has impacted on learning and wider opportunities

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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2
Phonics	Achieve at least 85% of pupils in Y1 pass the Phonics Screening Check
Mental Health and Well-being	An increase in overall well-being and resilience, quantitatively measured using self and teacher assessed well-being surveys.

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: £5570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Aware - Training carried out and approach adopted	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2
DfE Approved Phonics Programme	<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>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1, 2

Talk For Writing - Training carried out and approach adopted	<p>The majority of heads and teachers reported a positive impact on pupil attitudes, progress and attainment: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p> <p>Effective writers use a defined writing process, drawing on a number of strategies to support each component of the writing process: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 4

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

Budgeted cost: £1472

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Training	<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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Before and After school booster groups	<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

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain the services of trained well-being mentors to work with the children	<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, 3, 4

Total budgeted cost: £9542

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 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Across Reading, Writing and Maths, all except 2 of our PPG children made at least the same amount of progress as their non-PPG peers, and all made progress from their own individual starting points.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Word Aware	Routledge
Colourful Semantics	Routledge
The New Social Story Book Comic Strip Conversations	Carol Gray Social Stories
Language Steps	Stass Publications
The Incredible 5-point Scale	AAPC Publishing
PORIC	Elklan