

Pupil Premium Strategy Statement

This statement details the Tas Valley Federation'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	Preston CEVC Primary School
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	16
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Matt Walker
Pupil Premium lead	Matt Walker
Governor / Trustee lead	Diane Perry-Yates

Funding overview

Detail	
Pupil premium funding allocation this academic year (based on January 2021 census)	£27,139
Recovery premium funding allocation this academic year	£2,610 (provisional)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2,388
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	£32,137

Part A: Pupil premium strategy plan

Statement of intent

At Tas Valley Federation, our intention is that ALL pupils, irrespective of their background or the challenges they face, will be supported to make good progress and achieve high attainment in all areas of the curriculum, in order to fulfil their true potential. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal.

Our two schools offer a nurturing and supportive learning environment. Our staff foster strong relationships with all pupils and families, whether they are disadvantaged or not, leading to an expert knowledge of every child's individual learning profile. This includes their strengths, interests and any barriers to learning and progress.

High-quality teaching is at the heart of our approach, and we focus on areas where disadvantaged pupils require the most support. This is proven to have an impact on closing the attainment gap and will also benefit non-disadvantaged pupils within our school. It is our intention that our strategy will also seek to sustain the attainment and progress of non-disadvantaged pupils alongside progress for their disadvantaged peers.

Our approach is responsive to challenges and individual circumstances and needs. It is rooted in robust diagnostic assessment. We are mindful of the experiences of our pupils during the pandemic, and the impact that this has had on academic progress, social skills, mental health and wellbeing.

To ensure that disadvantaged pupils excel, we will:

- Ensure that they are challenged in the work they are set;
- Act early to intervene at the point of need;
- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged children.

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

Challenge number	Detail of challenge
1	National assessment data indicates that the attainment of many disadvantaged pupils is below that of their non-disadvantaged peers.
2	The wellbeing, academic attainment and progress of many disadvantaged children has been adversely impacted by school closure during the pandemic. This is supported by national studies. This has led to a number of social and emotional issues and a lack of enrichment opportunities.
3	Persistent Absence (52% of our disadvantaged pupils are persistent absentees, Jan 2022)

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 reading writing and maths attainment among disadvantaged pupils.	Internal and external data show that disadvantaged pupils make very good progress from their starting points.
Achieve and sustain improved pupil wellbeing, particularly for our disadvantaged pupils	Qualitative data from staff, parent and pupil voice surveys and teacher observation; low incidences of bullying; participation in enrichment activities, particularly from disadvantaged children
Achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Reduction in the attendance gap between disadvantaged and non-disadvantaged pupils

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead to have designated time to monitor the progress of Pupil Premium children; staff to have directed time to complete 'profile document'	Data analysis enables the school to identify where provision could be improved for Pupil Premium children; completion of profile document, with involvement from children, enables staff to understand the child's learning and social profile, and to take steps to address any barriers to learning	1, 2
Staff training on ASD, Early Trauma and Trauma Related Behaviour	This will enable staff to identify pupils and provide appropriate support to promote mental health, and will complement the wider provision within school. Evidence suggests that there are a number of barriers for disadvantaged families to access this support.	2 3
SENDCO to complete MH Champion training	Poor mental health is a barrier to attendance, wellbeing and academic attainment and progress. This training will enable staff to provide appropriate support to pupils and families.	1 2 3
Purchase of a <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	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	1

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

Budgeted cost: £25198

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support within all classrooms, to provide appropriate academic and pastoral support to all pupils, including disadvantaged pupils	This supports disadvantaged pupils by enabling them to receive targeted, individualised support (academic and pastoral), promoting good pupil engagement and attendance.	1 2 3

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

Budgeted cost: £4380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and counselling	Disadvantaged pupils will receive appropriate support to promote mental health and positive self-esteem; evidence suggests that these elements are key to achieving good academic achievement and attainment.	2 3
Financial support for educational visits and enrichment activities	This is important to overcome any financial barriers to participation for disadvantaged children	2 3
Milk for Pupil Premium Children Y1-6	This is important to overcome any financial barriers to participation for disadvantaged children	2 3

Total budgeted cost: £32,137

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.

The academic year 2020-2021 was characterised by a second lockdown in Spring 2021. Learning from our experiences of the first lockdown in Spring 2020, we made several adjustments to our remote learning and key-worker/vulnerable children provision.

The continued strategy of using Pupil Premium to fund individual support within class has proved to be very successful. Support staff made regular contact with disadvantaged children and their families during lockdown, providing pastoral support, and encouragement and advice with remote learning tasks. This was mainly by Teams and by telephone contact. Engagement with remote learning was very positive.

Pupils made very good progress upon their return to school in March 2021. Staffing levels enable us to provide individualised and small group support, where children, including disadvantaged children, require additional input in order to achieve their learning outcomes.