

Pupil premium strategy statement

St Lawrence CE (VA) Primary School Napton

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	St Lawrence CE Primary
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr John Brine
Pupil premium lead	Miss Emma Shepherd
Governor / Trustee lead	Jo Joiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,520
Recovery premium funding allocation this academic year	£2,610
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	£ 27,130

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of the school and the subsequent challenges faced: we've had a few in the past couple of years! Research conducted by EEF has been used to support and guide decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children are varied and there is no "one size fits all". For this reason, a number of different strategies and approaches are employed by the school.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We do this by:

- To put into place resources and support to enable all children including those with Pupil Premium funding to access a full range of learning opportunities that enable them to make good progress and 'soar on wings like eagles'.
- Ensuring that children receiving additional funding are given priority to high quality first teaching in smaller groups wherever possible.
- Ensuring that appropriate provision is in place for children to catch up and close gaps that have emerged in the past two years.
- Endeavouring to make sure that children have access to online resources for both home learning and for homework as it is needed.
- To prioritise pastoral and family support to ensure good attendance and access to learning.

Progress that ensures that all will soar on wings like eagles.

The range of provisions (not including a daily dinner) include but would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistants to - provide small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Limited full engagement for previous periods of home learning and access to provision promoted and encouraged by school.
2	Lack of IT connection, confidence and 'know how' for some families.
3	Complex family circumstances.
4	A focus on immediate issues at home that distract from learning and less focus on the wider opportunities that are available to be accessed.
5	Other issues being managed by families including SEND.

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
Engagement that is on a par with peers.	Good attendance in line with school target of 97.2% whatever the circumstances relating to the pandemic. A positive attitude to learning.
Improved access and confidence with the use of IT.	Every family has connectivity and access to hardware suitable for home learning. Families are engaging with IT support with specific reference to use of Google Classroom and online APPS.
Families are assisted to manage more complex family issues that arise.	Issues have minimal impact on learning.
Horizons and opportunities are broadened and accessed without being limited by the ability to pay.	High engagement in wider opportunities.
Children make the most progress possible.	Support is integrated to ensure sequenced progression and minimise disruption.
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths

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: £24,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher recruited to ensure that high quality small group teaching and intervention can take place. ECT employed to allow UPS2 to 'facilitate small group teaching' for three mornings. 4 mornings of UPS1 employed to facilitate small group teaching	Research indicates that quality first teaching is key in ensuring that children make good or better progress. Consistency is essential in ensuring sequenced continuity progression.	1,2

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

Budgeted cost: £25,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of TA support to ensure fulltime coverage in Yr1 and support in classes without additional teacher time allocations.	A consistent level of experienced TA support is able to work in tune with the children and class demands to deliver timely intervention and support for pastoral and academic needs.	1,2,3,4
4Hrs of teacher intervention time per week. Facilitated with employment of the additional teacher as accounted for in teaching box.		1,2

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

Budgeted cost: £11,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support recruited to release those more experienced, to deliver pastoral and family support.	There have been a number of families in real need of advice and support. Pastoral needs of some individual children has been a cause for concern (some at a higher level) needing considerable pastoral intervention. This is impossible to meet without the extra capacity.	3,4,5
Attendance Officer for 1hr per week	Attendance is key to good progress and connection with school community.	3,4
Provision of funding for wider opportunities including: <ul style="list-style-type: none"> • IT support and connection • Free school meals. • Access to clubs, activities and trips. 	Without the connection, additional learning and reinforcement cannot be accessed. We are morally and legally obliged not to let children go hungry – a real obstacle to any learning. Children need equal access to opportunities regardless of their financial situation.	2,3

Total budgeted cost: £61,724

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. However, unofficial data based on previous years SATs and ongoing assessment in the classrooms have shown that children on the pupil premium register achieved either in line with peers or above. The smaller teaching groups made a significant difference and has since been extended into Yr5 funded in part by Pupil Premium and Recovery Premium. Progress and attainment was however dependent on cohorts and across the school it was a more mixed picture with the some of the younger children needing additional consistent support in the medium to long run – facilitated by an experienced assistant and highly experienced EY/KS1 specialist teacher (SLE) being employed to teach the class.

Non-core academic successes also included:

- Attendance for most was in line with peers (and well above the national average)
- High engagement in the wide range of clubs that included music including outdoor and pre-recorded concerts, sport, gardening and computing.
- There were continued issues of connectivity for one family – partially resolved by working from school. However, all others accessed online learning and did make the most of support that was provided by the school. This is now delivering further benefits through engagement with home work set via Google Classroom.

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
No programmes were accessed.	