

# 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.

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education allocates £1,345 per pupil who have been recorded as being entitled to free school meals at any time from Reception to Year 6. £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus) - £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order.

This statement details our school's planned 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. Recovery premium

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools and trusts to deliver evidence-based approaches for supporting disadvantaged pupils. Mainstream schools will get £145 for each eligible pupil in mainstream education.

## School Overview

Detail	Data
School name	Stretton
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	January 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Susan Samra
Pupil premium lead	Susan Samra
Governor / Trustee lead	Sukumar Gowri Shankar

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92,693
Recovery premium funding allocation this academic year	£ 9860 (£2565 to top up School Led Tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,553 (including School Led Tutoring Top Up) £99,988

## Part A: Pupil premium strategy plan

### Statement of intent

- The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.
- At Stretton C of E Academy, we recognise that the needs of our children are diverse, we recognise that there is no uniform profile for children eligible for PPG and as such, assign funding in a variety of ways to meet the needs of our children.
- In the year 2021-2022, we have used research led approaches to the allocation of PPG combined with our in-depth knowledge of our children. In order for children to achieve their full potential there needs to be a holistic approach to teaching and learning. We treat each and every child as an individual and are fully committed to ensuring they have every opportunity to thrive and succeed. We place a huge importance on the social and personal development of children as without this, academic development will never be fully realised. We believe every child is entitled to an ambitious curriculum, that builds a broad and rich body of knowledge. We strive to enrich this through additional experiences that give them a thirst for more and an understanding of the value of their own education.
- We will use Pupil Premium funding to support our vision. 2020/21 has been an exceptionally challenging year for all of our school community and the money assigned to PPG will be fundamental in supporting this particular group of children.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- 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 improved alongside progress for their disadvantaged peers.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality impacts on pupil's access to teaching and learning on a daily basis. It also impacts on the social relationships with their peers and adults, confidence and gaps in learning, pupil's fall behind their peers and a lack of aspirations and hope for their future.
2	Significant proportion of pupils have complex Social, Emotional and Behavioural needs. They do not arrive at school ready to learn due to previous adverse childhood experiences and lower levels of language which results in them lacking confidence, resilience to demands, low self-esteem and often an inability to self-regulate their emotions and learning.
3	Significant proportion of children do not choose to read at home which impacts on their vocabulary range, their comprehension of texts and the development of their cultural capital.
4	Attainment and progress in reading, writing and maths for disadvantaged pupils is below non disadvantaged pupils
5	For a large % of PP pupils, parental engagement with school is limited. For example: Parents' Evening, attending workshops, ensuring that their child attend an after-school intervention / club or hearing their children read at home. This has a limiting effect on their academic progress compared to that of their peers.
6	Limited access to wider enrichment activities, learning lifelong skills - reducing pupils' cultural capital

## 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
1	To improve the ability to regulate emotions and develop the staff skills and confidence in supporting the children with these needs	<p>Re integration into mainstream classes for specific periods/aspects of the curriculum/observations from internal and external professionals</p> <ul style="list-style-type: none"> <li>• Increase in the Readiness Scores measuring Self- control, Management of Behaviour, Social Skills, Self-Awareness and Confidence, Skills for Learning and Approach to Learning</li> <li>• Reduction in behaviour incidents</li> <li>• Reduction in FT exclusions</li> <li>• Pupil Voice/Parent Voice indicates 'qualitative' measuring all the above mentioned 'Readiness Abilities'</li> <li>• Learning Walks across school indicate evidence of strategies used to promote a positive culture of community and high levels of confidence in children</li> </ul>
2	To accelerate rates of progress in Year 1 for all pupils eligible for PP in reading, writing and maths.	<ul style="list-style-type: none"> <li>• Attainment gap between PP and non-PP children is reduced</li> <li>• Accelerated progress has been made for all PP children in reading, RWI measures, writing and maths</li> </ul>
4	To develop opportunities for children to access a rich curriculum	<ul style="list-style-type: none"> <li>• Pupil Voice indicates that children talk positively about the 'Arts curriculum'</li> <li>• An increasing % of children have accessed extra-curricular activities</li> <li>• An increasing % of children have accessed enrichment opportunities/experiences</li> </ul>
5	To improve the expressive and receptive needs of children across the school	<p>Progress evident against</p> <ul style="list-style-type: none"> <li>• Attention and Listening</li> <li>• Language Skills – Expressive/Receptive</li> <li>• Speech Sounds</li> </ul>
6	Improve attendance so that this is at-least in line with the national average.	<ul style="list-style-type: none"> <li>• Attendance of PP is in line with/above national average. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of PP pupils who are persistent absentees will decrease compared to the previous year. The figure among disadvantaged pupils being closed against their peers.</li> <li>• Attendance of PP &amp; EAL families is improved as a result of strategies implemented by the Inclusion and Attendance Lead.</li> </ul>

### 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 £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use therapeutic support to develop independent self-regulation strategies for pupils with complex social emotional and behavioral needs.</p> <p>SEMHL and behaviour 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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>CCT Training– £79 per hour £1000 allocated</p>	
<p>All support staff to receive training from Educational Psychology Service on specific interventions which have been identified to support gaps</p> <ul style="list-style-type: none"> <li>• Precision Teach</li> <li>• Toe by Toe Interventions Power by 1/Plus 1</li> <li>• On the Way Up</li> <li>• BEAM/Fine Motor Skills</li> </ul>	<p>EEF – Special Educational Needs in Mainstream Schools – March 2020</p> <p>Our training builds upon the following recommendations:</p> <ul style="list-style-type: none"> <li>• The intensity of intervention (from universal to targeted to specialist) should increase with need.</li> <li>• Interventions should be carefully targeted through identification and assessment of need.</li> </ul> <p>Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation.</p> <p>EPS Training -£107.50 per hour £1000 allocated</p>	

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

Budgeted cost: £73,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A targeted approach to speech and language delivered by a Speech and Language Therapist.</p>	<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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Pepper Therapy £50 p/h (2.5) x 38 =£4750</p>	
<p>An enhanced on- site Nurture Provision for children with complex needs to support their academic and well-being needs.</p>	<p>Science Direct –The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools. January 2020</p>	

	<p>There has been a growth of school-based interventions that aim to strengthen attachments in order that children can develop social and emotional skills; therefore, enabling them to be better placed to access learning opportunities and reach levels of educational achievement and attainment similar to their peers. Nurture Group provision is modelled on attachment theory and is a short-term, schools-based intervention targeted at individual children who are displaying social, emotional and/or behavioural difficulties.</p> <p>Nurture Lead – -£36,191 Nurture Apprentice – £12,136 Nurture Playworker – £6200</p>	
A targeted approach to 1:1 Therapy delivered by a qualified Counsellor to support to the mental health and well-being	<p>We want to ensure that children with PP who have mental health issues have the specialist support and guidance.</p> <p>Counselling CG - £30 per hour (2) x 38 =£2280 HR - £30 per hour (2) x 38 =£2280</p>	
A staffing structure which incorporates Lunchtime Play Workers to support children to play purposefully and safely.	<p>We want to ensure the PP children have the suitable provision to help them develop independence to play co-operatively and this also enables those children to develop a level of self-efficacy and therefore successful start to their next session for learning in the afternoons. The playworkers facilitate and engage play in a nurturing and supportive approach.</p> <p>2 Lunchtime Playworkers £7089</p>	
To plan and deliver additional targeted support to further develop reading, writing and maths skills.	<p>Metacognition strategies to support comprehension and developing fluency in reading have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>TA - £7,295 (Recovery Funding -91 half days)</p>	

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

Budgeted cost: £24,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Training and release time for staff to implement new procedures and attendance/support officer to improve attendance through closely tracking, engaging families and monitoring data daily.</p> <p>Attendance and inclusion support through Local Authority Attendance office</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Attendance and inclusion SLA LAAO: £1080 Attendance awards: £700</p>	All

<p>Plan a structured programme of trips/visits and visitors to support the wider curriculum and provide first-hand experiences to PP children.</p> <p>To plan rich extra-curricular opportunities to increase cultural capital and core value skills e.g. teamwork and resilience.</p> <p>Heavily discounted places for pupil premium children on residential visits across school.</p> <p>Aspirations week to explore future career prospects.</p> <p>Links to local universities</p> <p>Children given opportunities to access religious and cultural experiences and to raise their aspirations.</p> <p>Experiences Offer for every child at Stretton– ‘40 Things you will do before you leave Stretton’</p> <p>Music provision is funded. All children have the opportunity to learn to play a musical instrument/ learn to sing.</p>	<p>Pupil Premium children require further opportunity outside of the classroom to demonstrate the core values essential for future life aspirations and to increase development of cultural capital.</p> <p>High number of pupil premium children lack aspirations for future careers and opportunities as well as the parental support to achieve these.</p> <p>High achieving pupil premium children require further enrichment experiences e.g. creative writing, problem solving skills, visits to local universities to bridge the gap to all other pupils.</p> <p>Enrichment opportunities develop self-esteem, self-regulation and resilience. They give opportunity for children to have a positive impact on their own environment.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="#">Trips/Transport subsidised - £10,000</a></p> <p><a href="#">External Clubs/SLA's/ Experiences- £9,547</a></p>	<p>All</p>
<p>Contingency fund for acute issues.</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><a href="#">£3000</a></p>	<p>All</p>

**Total budgeted cost: £**

## 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.*

- Teacher assessments and standardised tests indicate that performance of disadvantaged pupils for the period 2020/21 was lower than in previous years. Despite a rigorous approach to remote learning which included access to devices, a robust and well-delivered remote curriculum from our purchased platform – Seesaw – this included resources such as the National Oak Academy, White Rose, MYON, Accelerated Reader, Times table Rockstars and live wellbeing check ins, the disruption caused by Covid-19 had a detrimental impact on the majority of our disadvantaged pupils. Many pupils did not engage with home learning and were not encouraged at home to carry out their home learning. Compounding this was the decline in spoken English in the home during periods of lockdown for our EAL and younger students. There was a decline in the use of gross and fine motor skills for our younger children. Children using IT equipment rather than sustaining writing skills resulted in an impact on writing outcomes for all our children. Lack of focus, attention and listening skills impacted on remembering their learning.

### 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
Reading books and comprehension quizzes for Y2 – Y6	Accelerated reader and Myon – Renaissance