

## 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	Semley CE VA Primary School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julia Stokes, Headteacher
Pupil premium lead	Julia Stokes, Headteacher
Governor / Trustee lead	Harriet Egerton, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,380
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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 sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, with an approach which 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

## Challenges

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

Challenge number	Detail of challenge
	<i>Assessment of achievement and progress shows that our Pupil Premium children achieve broadly in line with their non-PP peers, and our low numbers of PP pupils mean that broad strategies are not always appropriate or effective. We consider the needs of the children on an individual basis and tailor our approaches as necessary.</i>
1	Some families may be struggling financially and need support to ensure all children have access to the same curricular and extra-curricular opportunities.
2	Some children may at times require intervention to support their learning
3	Some children may at times require intervention to support their wellbeing.

## 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
<i>1. Inclusion of all children in curricular and extra-curricular activities.</i>	Pupil Premium children take full part in the activities available to them, such as class trips, after-school clubs, residential visits. Pupil Premium children are able to access the resources required for school, e.g uniform.
<i>2. Improved and sustained attainment for all pupils in our school, particularly our disadvantaged learners.</i>	All children will have the opportunity to achieve academically and to perform to the best of their ability in all subjects. Pupil Premium children will achieve as well as their non-Pupil Premium peers.
<i>3. Improved and sustained wellbeing for all pupils in our school, particularly our disadvantaged learners.</i>	Children's mental wellbeing will be supported to enable them to access the social and educational opportunities available to them.

## 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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to support the continued improvement in Quality First teaching and effective TA support.</i>	The Education Endowment Foundation (EEF) recommends the primary focus in addressing underachievement should be high quality classroom practice.	2
<i>Staffing ratios that allow for targeted in-class support and additional 1:1 or group intervention as required.</i>	EEF research evidences the effectiveness of targeted academic support.	2

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

Budgeted cost: £500 (for resources. Staffing costs are including above, under 'Teaching')

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Write from the Start</i>	Assessment in school shows this is effective in supporting children's early writing.	2
<i>Plus 1 Maths</i>	Assessment in school shows this is effective in supporting progress in maths for pupils who fall behind.	2
<i>Power of 2 Maths</i>	Assessment in school shows this is effective in supporting progress in maths for pupils who fall behind.	2
<i>Phonics Booster</i>	Assessment in school shows this is effective in supporting improved phonics check outcomes for pupils who fall behind.	2

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA training &amp; ELSA support sessions</i>	EEF research supports the use of intervention for positive wellbeing and mental health.	3
<i>Financial support for extra-curricular activities and other resource costs</i>	DfE recommendations support the use of Pupil Premium funding to enable inclusion of all pupils.	3

Contingency for unexpected or emergency costs £380

**Total budgeted cost: £ 12,380**

## 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.

*Phonics training and professional development was effective in supporting good outcomes, with 19 out of 20 pupils (95%) passing the phonics check. Intervention was given to those children falling behind enabling all but one to achieve the threshold mark. One pupil who didn't reach the threshold made significant progress towards that goal and is still receiving targeted support. The skills and expertise gained by staff will give the opportunity for sustained good outcomes in future.*

*The funding spent on additional staffing hours enabled significant additional intervention and support from a qualified teacher who knows the children well and was able to work closely with class teachers to support pupils effectively. This has supported children in 'catching up' following the disruption of school closures, and has enabled gaps in learning to be identified and addressed.*

*The use of targeted behaviour and mental health support by a trained ELSA, has enhanced social and academic learning for those children needing support.*

### 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

### Service pupil premium funding (optional)

Amount received: £300

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This funding was incorporated with other Pupil Premium funding and was prioritised for spending in the same way, as part of the overall grant.
What was the impact of that spending on service pupil premium eligible pupils?	