

# Pupil premium strategy statement 2021–2024

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	Berry Pomeroy Parochial C of E Primary School
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	7.75 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	William Jaworski
Pupil premium lead	Jess Bowden
Governor / Trustee lead	Natalie Stanbury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,140
Recovery premium funding allocation this academic year	£1,740
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	£17,880

# Part A: Pupil premium strategy plan

## Statement of intent

At Berry Pomeroy Parochial CE Primary School, we have based our Pupil Premium spending on national research from the EEF that evidences the strategies outlined below are effective in raising attainment for Pupil Premium children. They are also effective for all children.

Our annual expenditure, which can be viewed in greater depth later in the document, can largely be categorised in the following four ways:

- **Quality-first teaching – Staff training**
- **Quality-first teaching – Interventions (1:1 time with class teacher)**
- **Social/emotional support / providing pupils with access to opportunities that they may not have been able to access without the support of the funding.**
  - **Improving attendance**
  - **Developing early language skills**

## Challenges

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

Challenge number	Detail of challenge
1	Some children have weak oral language skills on entry, including limited vocabulary, affecting their spoken language, comprehension and, later, their writing.
2	Covid-19 lockdowns negatively affected children's knowledge and skills in English and mathematics (lost learning) and are impacting the amount of PP children reaching Greater Depth (not in line with their peers)
3	For some children, their social, emotional and mental health (SEMH) needs negatively affect their learning.
4	Some children lack resilience for learning and, during Covid-19 lockdowns, lost the resilience they had gained.
5	Poor attendance and punctuality are barriers for some children.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021 – 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Key Success criteria
Over the next two years, Increase the percentage of Pupil Premium pupils achieving the 'Greater Depth' standard (above 'nationally expected' outcomes) in reading, writing and maths (as separate subjects) at the end of KS1 and KS2.	This will be measured through PP pupils' performance in standardised tests and teacher assessment in Y6 and Y2.
Improve the attainment levels of pupils who are eligible for the Pupil Premium Grant in maths across the school. The percentage of Pupil Premium pupils within the school who achieve greater depth in maths will increase.	This will be measured by comparing the number of Pupil Premium pupils achieving greater depth standards at the beginning of the 2021- 2022 academic year versus those doing so at the end of the academic year. We will assess this through standardised KS1 and KS2 tests and teacher judgement. The percentage of Pupil Premium pupils within the school who achieve age-related expectations in maths will increase.
Ensure Reception and Year 1 Pupil Premium pupils catch up on their phonics sounds and blending, following School Closures to meet PSC.	Children's progress will be measured and tracked through rigorous monthly phonics assessments. This is a reflection of the current circumstances Nation-wide as our Phonics results are historically excellent and we wish to maintain this standard.
Improve Pupil Premium children's attendance.	This will be assessed by monitoring half-termly improvements in attendance figures for each Pupil Premium child. These figures will increase each half term to 97%.
Intended outcome (recovery funding 2021)	Key Success criteria
Professional development for teachers	<ul style="list-style-type: none"> <li>• Teachers AfL is developed</li> <li>• Teachers identify gaps in the learning</li> <li>• Teachers design schemes of work to meet gaps</li> <li>• Teachers can effectively fill gaps in learning</li> </ul>
To ensure that all children's mental health and wellbeing is at the forefront of everything that we do	<ul style="list-style-type: none"> <li>• Pupils feel that they are supported and challenged in school.</li> <li>• The curriculum has a focus on mental and physical health.</li> <li>• Curriculum focus on peer-on-peer abuse &amp; E-safety</li> </ul>

<p>To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue with 'catching up and recovery' with any lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability</p>	<ul style="list-style-type: none"> <li>• Assessments across the year show that the children are on track to achieve the appropriate end of term expectations</li> <li>• The focus of the curriculum is to ensure that basic gaps are being filled</li> <li>• Effective deployment of staff in KS1 and Early Years groups with well-planned and structured interventions that ensure accelerated progress for identified children</li> </ul>
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Throughout the year, we will be carrying out our own monitoring and assessment to ensure our pupil premium pupils are making better than expected progress academically and socially.

## 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: £8,000

Activity	Evidence that supports this approach	Challenge Number Addressed
<p>HT and Teachers assigned Pupil Premium focus time during Half Termly Pupil Progress meetings</p> <p>Curriculum Development and training with a focus on the ACE curriculum and Teacher pedagogy.</p> <p>ACE</p>	<p>(Education Endowment Fund Evidence)</p> <ul style="list-style-type: none"> <li>• Meta-cognition and self-regulation (high impact +8 months)</li> <li>• Mastery Learning +5months</li> <li>• Teaching Professional Development - The EEF Guide to Pupil Premium</li> </ul>	<p>2, 3, 4</p>

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports Coach teaching P.E sessions to release teacher for 1:1 interventions for PP pupils.	EEF: Phonics teaching (moderate impact +4) · One to One Tuition (moderate impact +5) Targeted academic support – The EEF Guide to Pupil Premium	1, 2, 4
Provision Mapping Tool to support application of interventions and target PP provision.	Targeted academic support – The EEF Guide to Pupil Premium	1, 2, 4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• SENCO will re-research a Language program (Nuffield Early Language Intervention) our school can buy into to pinpoint specific areas of need.</li> <li>• Provide whole school training and 1:1 coaching support for teachers</li> <li>• We will act on feedback from Devon County Council Communication &amp; Interaction Team</li> </ul>	<ul style="list-style-type: none"> <li>• (Education Endowment Fund evidence) - Nuffield Early Language Intervention + 3 months language skills</li> </ul>	1

<p>TA and Teacher training via SENCo to ensure PP pupils needs are met.</p>		
<ul style="list-style-type: none"> <li>• Off-site residentials / trips / research. - Reduced costs offered for all PP pupils. - Work alongside families to further support, where possible to ensure that as many PP pupils as possible attend trips/residential.</li> <li>• Forest School provision</li> </ul>	<ul style="list-style-type: none"> <li>• Education Endowment Fund evidence) - Outdoor Adventure learning + 4 months</li> </ul>	<p>3,4</p>
<p>Free before and after school clubs</p>		<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £18,000**

## 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 in-school testing at the end of the academic year 2020–21 drew on:

- EYFSP
- teacher assessments of writing using end of year writing expectations and moderated internally
- standardised tests of Phonics Screening Checking, Year 2 SATS, PIRA and PUMA for Years 3-5 and Year 6 SATs.

Findings relating to our disadvantaged pupils were as follows:

- Attendance measure were difficult to evaluate due to the changes in attendance over the lockdowns.
- Our staff team were able to focus on helping pupils and families with food and 1:1 tuition over lockdowns.
- Pupil premium children were high-priority to have in school during school lockdowns.

### 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	Date purchased
1:1 Phonics Intervention	RWI	

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a