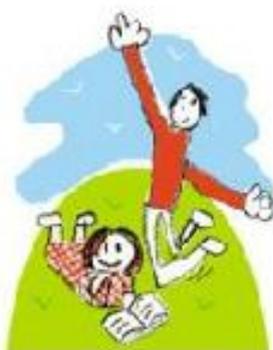


Pupil Premium Strategy Statement 2021-2022

Old Hutton CE Primary School



Learning for Life 'in all its fullness' (John 10:10)

'So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal' (2 Corinthians 4:18)

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	Old Hutton Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Nick Turley
Pupil premium lead	Charlotte Harrison
Governor / Trustee lead	Nicola Hills SEND Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 4 = £5380 £2345 x 2 = £4690 Total = £10,070
Recovery premium funding allocation this academic year	£2,000

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	£12,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Old Hutton Primary School is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations of pupils and school families, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	<u>Progress in English and Maths</u> Through data analysis, observation and discussion with school staff we have identified that our disadvantaged pupils are not making the expected level of progress in English and Maths when compared to other pupils.
2	<u>Music Provision</u> Through discussion with pupils, parents and the wider school community we have identified that our disadvantaged pupils were not accessing extra instrumental music provision.
3	<u>Phonics Knowledge</u> Some of our disadvantaged pupils have not made expected progress in their phonics. Gaps in phonics knowledge have been identified through data analysis and classroom observation.
4	<u>Lack of Fluency and Comprehension in Reading</u> Disadvantaged pupils in Key Stage Two have been identified as a group who have gaps in their reading skillset. Reading fluency and comprehension are areas that need further development.
5	<u>Trips and Wrap Around Care</u> Disadvantaged pupils not accessing after school clubs and breakfast and after school wrap around care. Ensuring residential visits are financially viable.

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	KS2 reading, writing and maths outcomes show that disadvantaged pupils are making outstanding progress from their starting point and achieve (at least) the expected standard.
Improved phonics attainment and progress among disadvantaged pupils	Our pupils achieve the expected standard in the phonics screener assessment. The pupils continue to build on their phonics and spelling understanding as they progress through school. Attainment and progress will be measureable through data analysis.
To achieve and sustain higher levels of pupil engagement in after school clubs, wrap around care and residential visits	A greater percentage of disadvantaged pupils to attend after school clubs and wrap around care provision (if required). All disadvantaged pupils to attend residential visits.
Increased participation in wider curricula music provision	All disadvantaged pupils have the opportunity to and are actively encouraged to take part in extra curricula music tuition.

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

Budgeted cost: £3,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing a range of new reading resources across all classes. This will allow for whole class guided reading and small intervention group reads.	EEF research on improving Literacy across Key Stage 2 has recently been released. To allow school to act on the recommendations outlined by the report, we need to audit or current book offering and purchase a range of new texts. Doing this will allow pupils to access age appropriate high quality books. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3
Purchasing Little Wandle phonics scheme and providing training to staff on the new provision	After extensive research school has purchased a new phonics scheme. Little Wandle has been accredited by the DfE in 2021. This new scheme will ensure our disadvantaged pupils make rapid and sustained progress in phonics. The scheme also comes with a bespoke training package. https://www.littlewandlelettersandsounds.org.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

Targeted academic support

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide teacher and STA hours for targeted 1-1/small group	There is a strong evidence base that targeted small group and 1 to 1 interventions help pupils to make rapid and sustained progress.	1,3

English and Maths interventions for disadvantaged pupils to aid catch up towards age related expectations	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	
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Wider strategies – Wellbeing

Budgeted cost: £2,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing one to one private music tuition for each disadvantaged pupil	<p>Evidence states that there is intrinsic value in teaching pupils creative and performance skills. Learning an instrument improves a pupil's level of perseverance and sense of wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2
Ensuring disadvantaged pupils access wrap around care, after school clubs and residential visits by subsidising costs	<p>We offer a broad and balanced range of after school clubs. Attending these clubs will improve a child's social skills as they will be working with children from across different classes. Attending a sports club will directly impact on a child's physical and mental health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Ensuring our disadvantaged pupils attend our outdoor adventurous activity residential visits is vitally important. Taking part in outdoor learning helps to improve a child's self-efficacy, motivation and teamwork. There is some evidence that states it improves a child's academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5

Total budgeted cost: £12,070

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Even though there was no SATs at the end of KS2 to measure performance, the year 6 cohort in 2020-2021 did complete previous SATs papers from the DfE website in the summer term. 100% of pupils reached the expected standard across R+W+M and 42% met higher than expected. In reading 58% reached higher than expected, in writing, 67% reached higher than expected and in maths, 42% met higher than expected. In KS1 teachers completed a phonics screening check for Year 1 pupils for our own data assessment and 78% passed (this is largely skewed as it is a small cohort and equates to 7/9 pupils).

Last year's priorities were as seen:

Measure	Activity
Priority 1	Ensure Reading resources, including Phonics scheme, are reviewed, organised & used effectively
Priority 2	Work with the Maths Hub to embed Teaching for Mastery across all year groups
Priority 3	Ensure a high quality blended learning curriculum & system for teaching during lockdowns/isolations is accessible and effective for all pupils

The impact of implementing these measures are:

Aim	Outcome
Priority 1 - Reading	Reading book system has been fully reviewed / re-organised by SL & is embedded with good impacts on Reading progress seen across school. Training & review

	<p>took place with English Hub on Phonics – as a result a new SSP programme has been embedded and introduced across school; revised/new resources have been purchased. All staff have been trained/have access to an online scheme of work which models expected standards in phonics teaching. We are closely monitoring teaching, learning & pupil progress.</p> <p>All PP pupils made progress across 2020-21 year from starting points in Reading/ English, although mostly below age-related expectations – this was due to additional learning needs. Further focussed support needed through both PP strategy & SEND provision, including new EHCPs.</p>
Priority 2 - Maths	<p>Working with Maths Hub, SL has undertaken & led training for all staff, introduced new resources & Mastery approaches across school with good results see in pupil progress 2020-21.</p> <p>All PP pupils made progress from starting points, although below age-related expectations due to additional learning needs. Further focussed support needed through both PP strategy & SEND provision, including new EHCPs.</p>
Priority 3 – Remote learning/lockdown provision & wellbeing	<p>All PP pupils accessed in-school provision during Spring 21 lockdown & made progress from starting points; all pupils had access to Chromebooks & pupils/families have received regular contact & wellbeing support. PP pupils took part in small group social activities during in-school provision. Staff have received a range of training in Wellbeing and identified any concerns to the SENCo, who were adding to the school’s monitoring list.</p> <p>Focus for PP pupils will need to be to ensure they have access to wider learning opportunities that support their wellbeing needs. New priorities include maintaining peripatetic music lessons, funding for trips and residentials and facilitating access to extra-curricular activities which should all further support their wellbeing going forward.</p>