

Pupil Premium Strategy Statement 2021-2022



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	Little Paxton Primary School
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	53+3 = 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	20 th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nickie Moore
Pupil premium lead	Rebecca Webb
Governor / Trustee lead	Christopher Muwanguzi Ian Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,534
Recovery premium funding allocation this academic year	£9,135
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	£73,669

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to eliminate the gap between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Children in receipt of pupil premium are carefully tracked
- Staff are aware of children and their needs identifying and addressing gaps
- Together we grow deep roots in learning and wings to soar.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points/entry attainment – this appears to be the case this academic year, maybe as a result of COVID19
2	Poor oracy and vocabulary which impact on academic capacity, progress capability, communication skills and the characteristics of effective learning.
3	Impact of school closure due to Covid 19 and the resultant “missed” educational and social opportunities. Despite being targeted for support and a place in school during lockdown, many of our PP families did not want this and the children did not attend.

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
Children who join us in EYFS develop characteristics of effective learning and make good or better rates of progress from their starting points	Transition following Covid 19 will be effective - Programmes to develop Characteristics of effective learning (Finding out and exploring, Playing with what they know, Being willing to have a go, Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do, Having their own ideas Making Links) show a positive impact - Improvements to Quality First Teaching impact on rates of progress - Staff will impact on rates of progress through their interactions with the children including guided play, modelled play and play commentaries - Successful staff training with learning embedded in pedagogical practice (LA to support with this) - Impact of Covid 19 on development is minimised
Speech and language issues will be identified and addressed early, contributing to children’s progress in these and other affected areas of the curriculum	Speech and Language Therapy Support, delivered by a highly-qualified therapist Rigorous follow-up intervention and support through in-school SALT support Staff training which enhances skilled delivery of SALT support and the development of oracy/communication skills. LSA will feed back to children and give them chance to see where they have made errors before structuring feedback if needed to support. Teacher and LSA to support language use in the classroom, correcting, modelling and challenging the language used.
Staff work together effectively (e.g use of Catch –up premium) to support PP children and address identified needs.	PP champion will raise the profile of the PP children across the school. Subject leaders will ensure they consider carefully the PP children when looking at data and planning for their subject Resources specifically target the PP children (time, equipment, books, Catchup sessions) Teacher and LSAs will work very closely together. Teacher will ensure LSA in the classroom understands what the learning for the day is and the desired outcome for children. LSA will feed back to children and give them chance to see where they have made errors before structuring feedback if needed to support.
PP children will start closing the gap in attainment(lost from lockdown)	LSA and teachers to start school led tutoring for children in school with a focus on the PP children. LSA and teachers to correspond with class teachers to ensure lost learning is picked up quickly and addressed in booster sessions. LSA and teachers are to feedback to teachers as to how the children in the school led tutoring are doing to ensure they can also pick this up in class and embed further.

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: £ 46,621

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants (£43,198) (2 hrs per day per year group)	LSAs supporting in class with live marking, scaffolding work, pre/post teaching,	2
PP Lead (£3,423)	PP Lead to ensure PP children are a focal point in classes and to ensure these children are supported in the way they need to boost academic and social/emotional needs,	1, 2, 3

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/Learning Support assistant booster sessions in blocks of 6 with LSA and Teacher– 8 blocks per year group. 4 blocks English, 4 blocks for maths. £19,200	Children identified with not making the progress needed/identified as not committing to remote learning during lockdowns	3

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

Budgeted cost: £ 3,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
Step On training £3,576	Step On training completed 1/11/21 to support children who have behaviour issues in school, which could be connected to social and emotional problems.	2
Wellbeing support from Family Support Co-ordinator £2,706 (1 hr per day)	Attended Step On training to then deliver with head teacher in school. Supporting LSAs to ensure Step On is being followed. Daily check ins with targeted children.	2

Total budgeted cost: £72,103

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.

2021 Year 1 phonics screening check (completed with year 2 children in November 2021) – 75% passed in whole cohort. 7 children are in receipt of pupil premium – of these 7 children, 43% passed who are pupil premium (3 children).

Autumn term 2 results (2021)

Yr1 PP children 8 – 0% are working ARE or GD in reading, 0% are working ARE or GD in writing, 0% are working ARE or GD in maths, 0% are working ARE or GD in SPAG, 0% are working ARE or GD across the board.

Yr2 PP children 7 – 0% are working ARE or GD in reading, 28.6% are working ARE or GD in writing, 28.6% are working ARE or GD in maths, 28.6% are working ARE or GD in SPAG, 0% are working ARE or GD across the board.

Yr3 PP children 9 – 44.4% are working ARE or GD in reading, 22.2% are working ARE or GD in writing, 33.3% are working ARE or GD in maths, 33.3% are working ARE or GD in SPAG, 22.2% are working ARE or GD across the board.

Yr4 PP children 9 - 66.6% are working ARE or GD in reading, 33.3% are working ARE or GD in writing, 77.7% are working ARE or GD in maths, 33.3% are working ARE or GD in SPAG, 33.3% are working ARE or GD across the board.

Yr5 PP children 12 - 25% are working ARE or GD in reading, 25% are working ARE or GD in writing, 33.3% are working ARE or GD in maths, 25% are working ARE or GD in SPAG, 25% are working ARE or GD across the board.

Yr6 PP children 2 – 33.3% are working ARE or GD in reading, 44.4% are working ARE or GD in writing, 11.1% are working ARE or GD in maths, 44.4% are working ARE or GD in SPAG, 11.1% are working ARE or GD across the board.

PP Attendance figures – 92.73% for Sept 2020-July 2021

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
TT Rockstars	ttrockstars.com
Accelerated Reader	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting service child in class and outside of class with Maths boosters (GD child).
What was the impact of that spending on service pupil premium eligible pupils?	