



Pupil Premium Strategy Statement 2021- 2022

This statement details our school's use of pupil premium (and recovery premium for the year 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 the academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

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Detail	Data
School Name	Ludham Primary School and Nursery
Number of Pupils in School	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 (&2020 – 21 review)
Date this statement was published	29.03.2022
Statement authorised by	Mrs A Goreham
Pupil Premium Lead	Mrs A Goreham
Governor	Mrs C Willoughby

Funding Overview

Detail	Data
Pupil premium funding allocation this year	£26,915
Recovery premium funding allocated this academic year	£1754.05
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£28669.05
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Part A: Pupil Premium Strategy Plan

Statement of Intent

- Improve and enhance the life chances of pupils eligible for pupil premium funding by delivering appropriately targeted support to ensure that they make good progress from their starting points and that they achieve in all areas to the best of their ability.
- Address the well-being, social and emotional needs of those pupils eligible for the pupil premium funding for whom this support is appropriate.
- We will endeavour to ensure that all work carried out through the Pupil Premium funding is aimed at accelerating progress and moving children forward to achieve at least age-related expectations and to narrow the achievement and attainment gap (where it exists) between disadvantaged pupils and their non-disadvantaged peers.

Challenges

Challenge number	Detail of Challenge
1	Low attainment on entry into Reception.
2	Delayed speech and language.
3	Lack of family stability and parental engagement in education.
4	Wider life experiences of disadvantaged pupils and of their parents. Limited trips and experiences outside of Ludham are experienced by PP children.
5	Social, Emotional, Mental Health difficulties as identified on the SEN register within the identified disadvantaged children.

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
Pupil Premium (PP) to achieve progress in line with national expectations.	PP children will be on track to achieve good levels of development (GLD) and overall attainment broadly in line with national expectations.

Additional Phonics/Speech and Language support to 'Keep up not catch up'. 1:1 and small group targeted curriculum support. Speech and Language support.	Rates of PP progress in RWM are accelerated. Gaps between PP and non-PP attainment are narrowed.
High parental/carers participation and engagement in across the school reading cafes and school events and open afternoons.	High parental engagement (above 90%) with school events/cafe/consultation evenings and open afternoons.
Improve wider life experiences – continue the high level of provision with regards to school trips, residential and enrichment activities.	All pupil premium pupils are provided with full access to school trips and residential and enrichment activities.
Identified PP children with SEMH difficulties access school- based and external mental health support (where necessary)	In school and external mental health provision is catering for identified children's needs allowing them to fully access educational offer.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

High Quality Teaching (for example CPD, recruitment and retention)

Budgeted cost: £13,837.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff have received a training package to deliver Cooperative Learning effectively to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers, nationally, based on the attainment and progress metrics.	<ul style="list-style-type: none"> • EEF • Schools Guide to Implementation NFER report Supporting the Attainment of Disadvantaged Pupils 2015 • Assessing the Impact of Pupil Premium Funding on Primary School Segregation and Attainment, S Gorard et al, 2021 	1,2,3
Enhance provision of teaching and learning monitoring and the evaluation of disadvantaged pupils' progress and attainment; to support staff to increase the pace of pupils' progress.	<ul style="list-style-type: none"> • Recovery Premium Funding, Gov. UK, 2021 • Great Teaching Toolkit: Evidence Review, Coe et al, 2020 • Using Pupil Premium: Guidance for School Leaders, Gov.UK 2021 • Teacher Standards, Gov.UK 2012 	1,2,3

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

£7,916.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase capacity of adults in every year group to provide a more favourable staff to pupil ratio, resulting in positive progress gains.	Previous success and outcomes/attainment EEF reducing class size report EEF Making Best Use of Teaching Assistants guidance report.	1,2,3
To upskill support staff with appropriate approaches and pedagogy to teaching interventions.		
To identify pupils who may require more targeted support on a daily basis.		
To provide training on the end of KS2 expectation for all staff to ensure understanding of end points.		

Wider strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £6,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify pupils who are falling behind national average.	Improving school attendance: support for schools and local authorities guidance.	3
To provide tailored support for families with low attendance, working with the LA's Attendance team and key members of staff.		
A review of attendance policy and practice to account for latest updates (e.g. MOD guidance) and changes in guidance.		
Use traffic light monitoring system to allow early intervention if attendance drops below expected levels.		

<p>Nurture lead to provide 1-1 and small group sessions for identified children and identify relevant next steps for PP children and family members.</p> <p>Nurture lead to contribute to PP and FSP processes and safeguarding meetings.</p> <p>Enhance the provision and space available for nurture/wellbeing/pastoral sessions (e.g use of Lego Community and Nurture room set up).</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools guidance report</p>	<p>5</p>
<p>To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development.</p> <p>To allow all disadvantaged children subsidised residential in year Y6.</p> <p>To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum.</p> <p>To provide greater enrichment opportunities for disadvantaged pupils.</p> <p>To have themed curriculum days/weeks to deepen children's understanding of specific topic areas.</p>	<p>EEF Outdoor Adventure Learning evidence summary</p>	<p>4</p>

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.

- Pupil premium children were able to be identified and prioritised for Keyworker provision during lockdowns
- Additional support was given by SENCO for those PP children with SEND resulting in a positive return to learning
- Mental Health team has seen a significant reduction in the number of children needing individual or small group sessions as a result of accessing support through allocated PP funding
- Term 1 & 2 (pre-COVID) PP attendance % vs. Whole school attendance 95.8%

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
Accelerated Reader	Renaissance

Review of outcomes in the previous year (2020-2021)

Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown last summer 2021. We have no KS1 SATs data for our year 2 children so cannot analyse progress data using this starting point for this year group.

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals (a tiered approach), and allocate a budget accordingly.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we will use annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support

- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our review process – from September 2022

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. From September 2022, we will adopt a three-year approach which will allow us to dedicate more time up front and **introduce light-touch reviews annually.**

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher is responsible for ensuring a pupil premium strategy is always in effect.