

Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds 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	Adisham CEP School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	22%
Academic year	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sam Cummins (HT)
Pupil premium lead	Sam Cummins (HT)
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,416.67
Recovery premium funding allocation this academic year	£2465.00
School led tuition	1,620.00
Total budget for this academic year	£26, 501.67

Part A: Pupil premium and Recovery premium funding strategy

Statement of intent

As a school set within the context of a deprivation indicator, that is above the national, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers.

We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures.
2	The prime area of Communication and Language is low on entry to Reception.
3	Closing the vocabulary gap for those who have limited experiences at home.
4	High SEMH needs identified among our disadvantaged families.
5	Removing barriers that cause low attendance and lack of engagement with school.
6	Higher number of referrals for outside agency support with our disadvantaged families.

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
Progress in Reading	Achieve national average progress score in KS2 Reading (0)
Progress in Writing	Achieve national average progress score in KS2 Writing (0)
Progress in Maths	Achieve national average progress score in KS2 Maths (0)
Phonics (Year 1 and Year 2)	Achieve at least national average expected standard
GLD - EYFS	Achieve at least national average GLD
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	In line with the LA average

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>Speech and Language link £584</p> <p>Speech and Language therapist £1,950 (6 days)</p>	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. (<i>EFF Early Literacy approaches- moderate impact</i>)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (<i>EFF Early years Intervention – moderate impact</i>)</p>	1,2 & 3
<p>Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £1,500</p>	<p>(<i>EFF Phonics moderate impact for very low cost</i>)</p> <p><i>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</i></p>	1 & 2

Purchase further decodable books to ensure that the reading texts complement the Wandle Phonics scheme £2,000		
Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.	CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary. (EFF Communication and language approaches- high impact)	3
External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years	Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups. (EFF Mastery learning Moderate impact for low cost)	1
IPads purchased so that available for remote learning for those pupils who do not have digital technology at home. Digital technology enhances the teaching and learning in all year groups £5,000	(EFF toolkit Digital technology Moderate impact for moderate cost)	All
Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic.	Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support. (EFF Feedback High impact for low cost)	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Switch- on reading intervention. All class teaching assistants released daily to implement targeted reading intervention. £5000 at least 1.hours per day on interventions</p>	<p>This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected. (EEF – Switch-on Reading intervention moderate cost and high impact)</p>	<p>1 & 2</p>
<p>First class @ Number maths intervention for EYFS and KS1. All teaching assistants released 4 x per week to implement targeted early maths support. First class at number and switch on release time (training and resources) £5000 at least 1.hours per day on interventions</p>	<p>Develops targeted children’s number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is tracked throughout the 10-week programme</p>	<p>1 & 2</p>
<p>Class Teacher and TA to be released to deliver targeted small group or individual tuition for identified UKS2 children in reading and maths. COVID Recovery TA to support UKS2.</p>	<p>Small group tuition (EEF moderate impact for moderate cost) One to one tuition (EEF moderate impact for high cost)</p>	<p>1 & 3</p>
<p>UKS2 Class TA to lead after school booster sessions for identified children. £4000</p>	<p>Small group tuition (EEF moderate impact for moderate cost) One to one tuition (EEF moderate impact for high cost)</p>	<p>1 & 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture support for children in class. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development.</p>	<p><i>(EFF Social and emotional learning Moderate impact for moderate cost)</i></p>	<p>1, 4, 5 & 6</p>
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children’s attendance will improve as the classrooms and approaches will focus on social and emotional learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments £5000</p>	<p><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i></p> <p><i>(EFF Metacognition and self-regulation High impact for low cost)</i></p>	<p>All</p>
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. There is a LTP for trips and experiences to enhance the children’s knowledge of their locality of Kent. Digital Technology is used to widen children’s horizons and opportunity.</p>	<p><i>(EFF toolkit Digital technology Moderate impact for moderate cost)</i> <i>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.</i> <i>Ofsted Research (2019) places emphasis on developing cultural capital , particularly for disadvantaged pupils to level the playing field .</i></p>	
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>	<p>5</p>

Part B: Review of Pupil Premium strategy outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Switch on & Inference	100% of all pupils who took part in Switch on made at least 2 book bands progress, this includes SEN pupils. Class Teacher data and tracking shows that those children who took part in the inference intervention made at least good progress.
Speech and Language Link (EYFS)	The TA trained in NELI was able to support pupils who had been identified by Speech and Language as needing support, as well as providing a good role model of language to all pupils. The TA was able to focus in on specific areas of speech to support the children. Working in small groups for sustainable periods of time led to good progress being made by the focus pupils. All cases open to the Speech and Language therapist have all made good progress. Further assessments in Term 1 of 2021/2022 to ascertain if the progress has been sustainable and therefore the straight forward cases to be closed. 92% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 37% of children had age appropriate skills in communication and language and at the end of the year this had increased to 74%.
Bug Club and Times Table Rock stars	The school ensured that the option of Free Reader books was available to pupils. During the lockdown, TAs were able to support pupils with their reading through the use of Bug Club, leading virtual 1-1 sessions. Pupils enjoy using TTRS and are making good progress, this was evidenced in an inter Trust virtual competition which the children in Years 3 and 4 won.
Whole School Nurture Training and Mental Health DFE training module	Initial SDD to ensure all staff were aware of the impact of the 6 Principles of Nurture and developing their own Nurture Classrooms. This meant that the pupils were able to feel safe and secure in their classroom bubbles. The Nurture Assistant supported identified pupils with in class Nurture where possible. Boxall Profiles were completed on all pupils to help teachers provide the right nurture to the children in their classes. This was supported by the Assistant SENCO and Nurture lead. The SENCO has completed the First Aid mental health lead training and Teaching Assistants have completed the First Aid mental health training. Further details on the COVID catch up statement
Reading TLRs	The impact of monitoring the reading interventions has ensured that pupils have had a focussed time to improve on their reading skills. Further books

	<p>have been supplied to ensure that there are plenty across the reading the bands to support the number of pupils. As well as purchasing books with a SEN focus, such as Barrington-Stoke books. Teachers in early years and KS1 have carried out formative assessments on children's return to school, after school closures, and have ensured that children's books are closely matched to their phonics ability. They have also carried this out in Year 3 and 4 where children are on decodable books.</p>
Parent Support	<p>The HT and TSL have supported families during the numerous lockdowns. The HT has worked closely with the SLT and the Nurture assistant to reassure parents during COVID restrictions so that they feel confident about sending their children to school. The Team supported families who were affected by the lockdowns through providing food vouchers, food hampers and supporting with housing/early help referrals.</p>
Nurture Teaching assistant	<p>Nurture had a massive impact during COVID. The Nurture TA led sessions to all adults, this included training on in class nurture and on leading positive playtimes within their bubbles.</p>
Educational Psychologist	<p>The Educational Psychologist was accessed to support staff with CPD sessions, this training was led remotely, enabling all staff to attend virtually. There was also the opportunity for teachers to attend 'Drop in' sessions to speak to the Educational Psychologist on a 1-1 basis. The Educational Psychologist was also able to support the teachers and parents of individual children through virtual assessments and feedback sessions.</p>

Part C: School-Led Tutoring funding

Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

Implementation

Pupils targeted for tutoring

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on English and Maths, given the importance of these subjects in improving wider pupil outcomes.

School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
Teaching Assistant in Year 5/6 to release the CT/TA	Reading: 8.30 – 8.45 – 1-1 Reading mileage 8.55 – 9.25 – Focused reading group during the reading lesson – 6 children (Mon – Fri)	Total Children - 6
	Writing: 09.25-10.20- Focus writing group during writing lesson- 6 children (Mon-Fri)	Total Children - 6
	Maths 11-12- Focus group in maths lesson- 8 (2 x 4) children (Mon-Fri) 2.00-2.20 - Arithmetic Focus Group - 2 children, daily 2.20-2.40 – Arithmetic Focus Group - 2 children, daily 2.40-3.00 – Arithmetic Focus Group – 2 children, daily	Total Children- 14