

Pupil premium and Recovery Premium strategy statement – Adisham CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	17.9%
Date this statement was published	14.09.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sophie Metcalf
Pupil premium lead	Sophie Metcalf
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735.00
Recovery premium funding allocation this academic year	£2,465.00
Total budget for this academic year	£27,200.00

Part A: Pupil premium strategy plan

Statement of intent

Adisham CE Primary School is a small rural school, set in a village location. A high number of the pupils now come from outside the village, from a larger nearby village. Currently only 17% of pupils are in receipt of PP Funding. We are committed to ensuring that the impact of pandemic and the recent cost of living crisis 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:

- embed a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide staff who support well-being by addressing 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	Vulnerable learners whose social, emotional and academic gaps have widened further because of the rise in cost of living and the impact of missed education during the pandemic.
2	Increased number of pupils with complex needs –pupils in receipt of pupil premium funding also are pupils with SEND. Also, the school is in the highest quintile for FSM6 and SEND support pupils which is significantly higher than national.
3	The prime area of Communication and Language is low on entry to Reception with increasing amounts of speech and language development cases open to specialist support.

4	Removing barriers that cause low attendance and lack of engagement with school. High SEMH (Social, Emotional and Mental Health) needs identified among our disadvantaged families and the impact of the rising cost of living is having an impact on families and choices.
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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 - No attainment gap end of key stage outcomes in Reading	No attainment gap end of key stage outcomes in Reading
Progress in Writing - No attainment gap end of key stage outcomes in Writing	No attainment gap end of key stage outcomes in writing
Progress in Maths - No attainment gap end of key stage outcomes in Maths	No attainment gap end of key stage outcomes in Maths
Phonics	Achieve higher than national average expected standard
GLD - EYFS	Achieve higher than the national average GLD
Maintain attendance of disadvantaged pupils and continue to reduce % of persistent absentees	In line with the LA (Local Authority) 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
Communication and Language development underpins early years and year 1 practice so that the vocabulary gap	A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor	1,2 & 3

<p>closes, and speech and language barriers are removed.</p> <p>Speech and Language link, both Infant and junior £584</p> <p>Speech and Language therapist £3,900 (12 days)</p>	<p>provision. (EFF Early Literacy approaches- moderate impact)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact)</p>	
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p>(EFF Communication and language approaches high impact)</p>	3
<p>Purchase of additional reading and phonic resources from Little Wandle Letter and Sounds</p> <p>to ensure high quality</p> <p>Early Reading is further established and keep up</p> <p>sessions can be implemented when required.</p> <p>Ongoing training and up-skilling of new staff to teach reading and develop Early Reading Strategies.</p>	<p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>(EFF Phonics moderate impact for very low cost)</p> <p>There is consistent evidence that reading to young children and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. Several studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>(EFF EYFS communication and language approaches Very high impact for very low cost)</p>	1, 2 & 3
<p>Extend the use digital technology to remove barriers, develop skills and widen children's</p>	<p>Microsoft accessibility features will create a more level playing field within the classroom and allow children to independently</p>	All

<p>horizons Microsoft accessibility features will create a more level playing field within the classroom and allow children to independently implement All 5 and opportunity beyond the classroom and to support with the delivery of 21st Century Learning Design.</p> <p>To purchase further iPads and digital pens rolling to support the learning opportunities. Cases to be purchased to allow children to take their device home.</p> <p>To further improve the way feedback is given to pupils, utilising the digital technology, iPad and app features to provide high quality feedback to pupils such video feedback, audio feedback and written feedback from the teacher. Further develop support staff in giving this feedback.</p>	<p>implement strategies to support their learning at home and at school.</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>(EEF toolkit Feedback Very high impact for very low cost)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Rapid Catch-Up phonics and reading intervention. All class teaching assistants released for 1 hour daily to implement	This is an intensive 26-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.	1 & 2
First class @ Number maths intervention for EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1). KS1 teaching assistant released 3 x per week to implement targeted early maths support.	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.	1& 2
Communication and Interaction interventions as directed by the Trust Speech and Language Therapist.	Targeted approach to improve communication and language skills of those children who have gaps and to create communication friendly environments.	1, 2, 3 and 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the	(Collaborative learning EFF toolkit Moderate impact for low cost) (EFF Metacognition and self-regulation High impact for low cost)	All

<p>classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments £10,000</p>		
<p>To further embed the use of collaboration spaces within the school with clear and well-planned links with in the long- and medium-term planning linked to the 21st Century Learning Design.</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. (EFF toolkit Collaborative learning approaches High impact for very low cost)</p>	<p>All</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are confident that we have been acutely conscious of the well-being needs of our most vulnerable children and so have continued the spending and focus on this for the year ahead. This includes ongoing nurture support and in class nurture taking place. Calm down areas/nurture room and reflection room have been implemented and whole class sensory kits installed in all classes. We use Microsoft Reflect for all children to log their wellbeing daily – teachers track trends and support immediately. Boxalls are showing improvements in overall class outcomes from Term 1 to Term 6.

Our ongoing work on enhancing the teaching of reading has significantly impacted on the performance of disadvantaged pupils in reading. At the end of Year 1, 100% our disadvantaged pupils achieved a pass in the phonics screening. The gaps are also closing in EYFS and in all areas at the end of Key Stage 1 including Phonics – these pupils have had the most disruption to their education through the pandemic. However, there is still a gap that needs addressing at the end of Key stage 1 and Key stage 2. Therefore, we will continue to invest more into communication and language interventions and a Trust Speech and Language Lead to ensure that we can close this gap early in EYFS and KS1.

Although overall attendance in 2022/23 was similar to the previous year, this was greatly affected by an increase in term time holidays, as they are more affordable for parents. Last year, the attendance of disadvantaged pupils was 94.22%, which was only 1% lower than their peers. In order to maintain this level, attendance continues to be a focus of the current plan.