

## Pupil premium strategy statement

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   | St Germans primary School |
| Number of pupils in school  | 90                        |
| Proportion (%) of pupil premium eligible pupils   | 13%                       |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                 |
| Date this statement was published   | December 2021             |
| Date on which it will be reviewed   | July 2022                 |
| Statement authorised by   | Sarah Marshall            |
| Pupil premium lead  | Sarah Marshall            |
| Governor / Trustee lead   | Evelyn Reed               |

### Funding overview

| Detail  | Amount       |
|---|--------------|
| Pupil premium funding allocation this academic year   | £23,415      |
| Recovery premium funding allocation this academic year  | £1088 + £945 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £25,448      |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for eligible pupils

The funding will be used to narrow and close the gap between the achievement of eligible pupils and their peers.

Main barriers to learning that some disadvantaged children may face in our school

- emotional factors
- personal issues
- social factors
- low self-esteem
- lack of motivation
- lack of home inspiration and low parental expectation or high expectation but few resources to enable children to achieve their potential
- lack of opportunities to participate in enrichment activities eg trips to the theatre
- possibility of social exclusion where children are not participating in activities outside school and then are unable to participate in conversation about them
- low expectations in children with regards to their own abilities and potential;

Pupil Premium is clearly identifiable within the budget

The Headteacher in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of eligible pupils. The school will assess what additional provision should be made for the individual pupils.

The school is accountable for how it has used the additional funding to support the achievement of those pupils eligible for Pupil Premium and the Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.

We will develop strategies and interventions which can improve the progress and attainment of these pupils and track their impact to ensure that we can show the value that has been added to the education of the eligible children.

We will monitor, evaluate and review the success of the impact of the pupil premium funding.

Information will be published on our website giving information on how we have used the funding.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments and observations indicate that our disadvantaged children often make slower progress in writing and maths. They often join the school with a lower starting point than their peers  |
| 2                | Assessments and observations indicate that our disadvantaged children make slower progress in reading. They often join the school with a lower starting point than their peers  |
| 3                | Assessment and observations indicate that the impact of school closures had a greater effect upon many of our disadvantaged pupils than their peers   |
| 4                | Our Thrive assessments and general observations showed that on return to school many children demonstrated social and emotional difficulties, finding it hard to settle back into school which in turn affected their readiness to learn. Data showed that a high proportion of these children were from 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  |
|---|---|
| To improve attainment and progress, particularly in Maths and English | Internal tracking will identify that the progress and attainment of a majority of disadvantaged children match those of their peers<br>KS2 outcomes will be targeted as a % in relation to the numbers of disadvantaged children within that year group. For example, in 2022 we expect 50% of disadvantaged children to reach ARE (1 out of 2 children). Similarly, targets will be set for children at the end of KS1 and other statutory milestones. Our target setting will be ambitious but realistic, for example taking into |

|  |   |
|--|---|
|  | consideration the level of SEN children within a group  |
| To improve attainment and progress of disadvantaged children in phonics and reading  | Outcomes from Y1 phonic screening in 2022-2024 will show that at least 75% of disadvantaged children pass the phonic screening test                                     |
| To target disadvantaged children, identifying gaps in knowledge due to the pandemic and putting support in place to address this | From a baseline in July 2021, our internal tracking will show that our disadvantaged children are making progress against their peers and that the gap is closing       |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils                    | From a baseline in 2020, Thrive assessments will show that children are making progress against the Thrive criteria. Individual assessments will also evidence progress |
| To ensure inclusion of disadvantaged pupils by supporting parents when needed  | Our disadvantaged children have full access to additional curriculum activities such as school trips  |
| Purchase of additional resources will support any additional needs identified in our disadvantaged children.                     | Our disadvantaged children have full access to the additional resources needed to support their learning  |

## 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: £ *[insert amount]*

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Our lead maths leader (LLM) will embed key elements of guidance in school including access to Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Teaching assistants will deliver specific programmes to individuals or groups</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 1                             |
| <p>Purchase of additional resources for a DfE validated Systematic Synthetic Phonics programme (read Write inc)_ to secure stronger phonics teaching for all pupils.</p>   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 2                             |
| <p>Additional phonics sessions for disadvantaged pupils who require further phonics support. This will be delivered through precision teaching in class</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | 2                             |

|   |  |       |
|---|--|-------|
| Purchase of additional resources including access to online resources to support identified needs in the learning of our disadvantaged pupils |  | 1/2/3 |
|---|--|-------|

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

Budgeted cost: £ *[insert amount]*

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Engaging with a tutor to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u><br>And in small groups:<br><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>   | 1/2/3                         |
| Teacher led support and interventions to be delivered by teaching assistants, either to small groups or individuals. A significant proportion of the pupils who receive tutoring will be disadvantaged    | Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching<br><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></u> | 1/2/3                         |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

|   |   |                           |
|---|---|---------------------------|
| <p>Improve the quality of social and emotional learning.</p> <p>The school uses the Thrive approach. The school aims to embed this approach into routine educational practices, supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | <p>4</p>                  |
| <p>Contingency fund for acute issues</p>  | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>   | <p>1/2/3/4 plus other</p> |
| <p>Additional support for parents, enabling full access to additional curricular activities</p>   | <p>Based upon our experience some parents struggle to fund additional activities. We have allocated a proportion of our budget to support these disadvantaged families and ensuring full access for their children</p>  | <p>Other</p>              |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.

The impact of Covid and school lockdown can be clearly seen through the school's internal tracking to the end of the academic year 2020. In general, the majority of children across the whole school population, had made below expected progress. The impact on disadvantaged children became more apparent at the end of the academic year 2021. During the year 2020-2021 these gaps were seen to close for a large number of children. However, many of our disadvantaged children failed to make the same progress of non-disadvantaged children and their gaps had become more evident during that year.

Interventions and school based support including those for emotional well-being saw good progress for disadvantaged children with the gaps closing for many at the end of 2021. Despite our concerns, 75% of PP children reached the expected standard in reading and maths in our end of KS2 results 2021

Our assessment of this was that school closure was most detrimental to our disadvantaged children. Initially many of them did not have access to the correct IT equipment in order to access the online learning. Even when provided with the necessary equipment, support from parents was often lacking. Despite efforts to engage these families the outcomes were not always good. The school provided a daily timetable of online learning with live access to teachers several times daily for support, but these opportunities were often not utilised. Disadvantaged families were offered the chance to attend school during lockdown, but many chose not to take this up.

We also noted significant impact upon the children's emotional health. Children seemed to lack resilience and many struggled with socialising again. We used pupil premium funding to target groups and individual children with well-being support and also through delivery of our PSHE scheme. Children's progress has been measured over time and our measurable outcomes to show that there has been a steady improvement. For ongoing concerns individual programmes have been put in place. Support was opened to the wider school community by inviting all children to lunchtime clubs with activities to promote well-being alongside disadvantaged children



In summary, the effect of the pandemic is known to have had significant impact upon all children. At St Germans School, we observed a greater impact on many of our disadvantaged families, both social/emotional aspects and academically.

As expected, the support the school put in place took time to provide results, but we believe that during this academic year, as these interventions continue, we should have further evidence to support their impact.

## Externally provided programmes

| Programme   | Provider     |
|---|--------------|
| <p>None</p> <p>It should be noted that the school attempted to participate in the National Tutoring programme, but was unable to secure a tutor.</p> <p>We have established our own tutor</p> | School based |

## Service pupil premium funding (optional)

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Our main support was the emotional well-being of these children. Many seemed to find it difficult to settle back in school. Their emotional state also affected their readiness to learn. Those with absent parents were particularly vulnerable and daily support with a key adult was made available. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided  |