

**Pupil Premium Strategy and Impact Statement 2019-2021**

**School Overview**

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| **Metric** | **Data** |
| Pupils in school | 47 |
| Proportion (%) of disadvantaged pupils | PP **6.4%** FSM **4.3%** 1 PendingEver 6 **6.4%** PP+ **4.3%** |
| Pupil premium allocation this academic year | £8,725 |
| Publish date | 7th January 2021 |
| Review date | September 2022 |

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| Pupil premium allocation this academic year | £8,725 |
| Recovery premium funding allocation this academic year | £1,167 |
| Pupil premium funding carried forward from previous years  | £9,892 |

 **Funding Overview**

**Part A – Pupil Premium Strategy Plan 2021 - 2022**

**Statement of Intent**

6.4% of pupils are eligible for Pupil Premium Funding this academic year.

At Slaley First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

* Remove barriers to learning created by family circumstance and background.
* Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
* Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
* Develop the confidence of all disadvantaged children in their ability to communicate effectively in a wide range of contexts.
* Enable pupils to look after their social and emotional wellbeing and to develop resilience.

**Disadvantaged pupil performance (PP) overview for academic year (2018/19) compared to pupils not eligible for pupil premium funding (Non PP)**

**Strategy aims for disadvantaged pupils for this Academic Year (2021-2022) PP and PP+**

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| **Aim** | **End of Academic Year Target** |  |
| Meeting expected standard at end of KS1 Reading | 100% (2 out of 2 children) | Note:There is one child in both KS1 and KS2 respectively who are ‘below expected’ and are on a SEND support plan. |
| Meeting expected standard at end of KS1 Writing | 100% (2 out of 2 children) |
| Meeting expected standard at end of KS1 Maths | 50% (1 out of 2 children) |
| Above expected standard at end of KS2 Reading | 50% (1 out of 2 children) |
| Above expected standard at end of KS2 Writing | 50% (1 out of 2 children) |
| Above expected standard at end of KS2 Maths | 50% (1 out of 2 children) |
| Meeting expected standard at end of KS2 Reading | 50% (1 out of 2 children) |
| Meeting expected standard at end of KS2 Writing | 50% (1 out of 2 children) |
| Meeting expected standard at end of KS2 Maths | 50% (1 out of 2 children) |

**Teaching priorities for current academic year. (2021-2022)**

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| **Measure** | **Activity** |
| Priority 1 - Curriculum | Establish a whole school curriculum which is progressive and sequenced appropriately |
| Priority 2 - Reading | Develop a whole school reading strategy to promote the love of reading and to ensure fluency of reading and bespoke reading experiences for all children |
| Priority 3 – Ambition for All | To establish consistent practice which extends all learners enabling them to achieve their full potential |
| Barriers to learning  | Lack of subject specific vocabulary and understanding AttendanceEmotional needsCOVID-19 Implications |

**Targeted academic support for current academic year. (2021- 2022)**

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| **Measure** | **Activity** |
| Priority 1- Curriculum | Systematically plan a curriculum which is relevant to the needs of our children and progressive in nature |
| Priority 2 - Reading | Develop pleasure for reading (library development and regular visits)Bespoke system for organising ‘free reader’ booksPurchase of and training in a bespoke phonics schemePurchase of books which support schemeTargeted support for PP children with decoding and word recognition difficulties. Regular comprehension support. |
| Priority 3 – Ambition for All | Specific differentiation within lessons, relevant to the children’s needsInamojo to support self-regulation, mindfulness clubs |
| Barriers to learning these priorities address | Lack of subject specific vocabulary and understanding AttendanceEmotional needsCOVID-19 Implications |

**Wider strategies for current academic year**

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| **Measure** | **Activity** |
| Priority 1- Curriculum | Working with our SLA specialist teachers, aiming to upskill staff and improve self-esteem, confidence and wellbeing of disadvantaged learners1:1 / group support a regular in house intervention. |
| Priority 2 - Reading | Phonic meeting / KS 1 SATs Meeting / Parents – Bespoke Parents meetings re change in organisation of ‘Free readers’ Scheduled Parents Meetings with NCC communication and language support team. |
| Priority 3 – Ambition for All | Attendance assemblies, regular attendance analysis and meetings with parents when necessary |
| Barriers to learning these priorities address | Lack of subject specific vocabulary and understanding Attendance / Emotional needs / COVID-19 Implications |

**Monitoring and Implementation**

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given to staff professional development | Use of INSET days, staff meetings and twilights with any additional cover being provided by HLTA. Specific ‘Full Programme’ of support for ECT. Attendance at Hexham Schools Partnership moderation and curriculum team meetings. Regular monitoring against aspirational targets and pupil progress meetings |
| Targeted support | Ensuring time to support all children with specific needs. | Timetabling for targeted support. Employment of TA within a SEND role and regular monitoring of intervention files |
| Wider strategies | Engaging harder to reach families.  | Purchase local authority specialist services.The home school link to work closely with parents to improve their child’s punctuality and attendance. |

1. **Part B last year’s aims and outcomes**

**Details of the impact that our pupil premium activity had on pupils in the 2020-2021 academic year.**

Due to COVID-19, performance measures have not been published for 2020-2021. However, below indicates a Summary of Teacher Assessment Outcomes as at the end of Summer 2021



NB – PP (YR 2 = 1 child)

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| **Aim** | **Outcome** |
| Development of Speech and languageParticipating in Speech and Language Therapy Programme | Accelerated Development of Speech (100% of PP children on track (YR R / 2 / 3/ YR4) within reading in Summer 2021) |
| To develop the delayed development of accurate pronunciation of sounds |
| Provision of uniform/necessary clothing | Inclusive practice, full access to EYFS Curriculum |
| Small group support across maths, reading and writing | 100% PP on track in Reading and maths (YR R / 2 / 3/ YR4)NB Writing PP- 1 child in YR 2 who did not achieve expected standard (also on SEND register). |
| Daily consolidation of PHSE development when returning from Home Education- re integration into the class. | Greater emotional resilience |