



Slaley First School

**Pupil Premium Strategy Statement
2021-2022**

Nurturing Ambitious Individuals



Slaley First School

Pupil Premium Strategy Statement 2021-2022

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	Slaley First School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	2 nd March 2022
Date on which it will be reviewed	July 2022
Statement authorised by	SPDC committee
Pupil Premium Lead	A Hayward

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,590
Recovery premium funding allocation this academic year	£1,167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8,757
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium Strategy Plan

Statement of intent

7.7% of pupils are eligible for Pupil Premium Funding this academic year (2021/22)

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 and 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 attain their full potential and enable them to access the breadth of the curriculum
- Communicate effectively in a wide range of contexts
- Enable pupils to develop their social and emotional wellbeing and to develop resilience

At Slaley First School, we truly believe that every child should be successful. Our overall aim is for all children to shine and gain the opportunity to exceed expectations. The relentless drive to improve standards and the high expectations we have of each other will enable our children to exceed potential. Slaley First School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, religion, disability and background. We pay particular attention to the provision for and achievement of all in our school policies and plans. The school's vision is to provide a happy, safe and secure environment. Our own baseline information does show that some children enter nursery attaining below ARE. This academic year, due to the impact of Covid-19, we have seen a particular increase in children who have had less socialisation prior to starting Nursery. These children must remain a priority for us as a school. The targeted and strategic use of pupil premium will support us in achieving this vision. We are well aware of which children are vulnerable in our school and have carefully considered the challenges some children may face daily.

High-quality teaching is at the heart of our approach, with a focus on areas in which meet the needs of ALL children. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Based Tutors for pupils whose education has been worst affected.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Key Areas of Learning – Reading / Writing / Maths
2	Social and emotional issues
3	Speech and language (comprehension) difficulties

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
Accelerated progress in reading	Good levels of progress from individual starting points in line with national average
Accelerated progress in writing	Good levels of progress from individual starting points in line with national average
Accelerated progress in maths	Good levels of progress from individual starting points in line with national average
Improved Emotional resilience	Improved ability to maintain emotional balance
Improved comprehension of language	Improved ability to understand language and respond appropriately

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

Budgeted cost: £ 1,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on quality of teaching through effective ECT training / monitoring. Comprehensive observation of staff delivering new phonics training.	Spending on developing high quality teaching may include investment in professional development. Ensuring an effective teacher is teaching every class, and that every teacher is supported to keep improving and is the key ingredient of a successful school. (Education Endowment Foundation – EEF)	1,2,3
Maths and reading initiatives and subscriptions. Free Readers banding / Readworks comprehension passages / NFER comprehensions / Maths Tests / White Rose Hub Mathematics Subscription; Phonics Tracker - phonics / Letter-join subscription / Reading Intervention – Staffing costs £1560	Children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging. RT Hon Nick Gibb – The Reading Framework - Jan 2022. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. The Reading Framework - Jan 2022	1,3

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

Budgeted cost: £ 6,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff deployment and targeted interventions support for targeted pupils - RECOVERY PREMIUM - SCHOOL LED TUTORING	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. (EEF)	1,2,3

Early language support and SLA for speech and language therapy. NELI Training £95 for EY staff.	A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write. Reading framework January 22 – Page 19	1,2,3
Small group and 1-1 support working on basic skills daily.	Daily 1-1 / small group support – Basic skills in English and Maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Purchase specific reading books to support new phonics scheme Total Staffing	Ensuring that children are reading books at an appropriate level and within direct correlation to the units they are working on within phonics. 'Decodable' books and other texts make children feel successful from the very beginning. They do not encounter words that include GPCs they cannot decode. If an adult is not present, they are not forced to guess from pictures, the context, the first letters of a word or its shape' Reading Framework January 22	1

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

Budgeted cost: **£1,030**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting well-being and emotional resilience - Twice weekly Mindfulness Club £390	Wider strategies relate to the most significant non-academic challenges to success in school, including social and emotional support, which also may negatively impact upon academic attainment. (EEF) page 3	2
Small group support to develop confidence and wellbeing		2
Supporting well-being and emotional resilience Inamojo - £640		2

Total budgeted cost: £ 1560 + £6,167 + £1030 =. £8757

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 2020-2021. However, below indicates a Summary of Teacher Assessment Outcomes as at the end of Summer 2021

Reading																				
%	Reception				Year 1				Year 2				Year 3				Year 4			
	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND
>EXS	50%	0%	55%	0%	80%		80%		50%	0%	55%	0%	66%	100%	60%		60%	66%	57%	0%
On track	90%	100%	89%	0%	80%		80%		90%	100%	89%	67%	100%	100%	100%		100%	100%	100%	100%
Below ARE	10%	0%	11%	100%	20%		20%		10%	0%	11%	33%	0%	0%	0%		0%	0%	0%	0%

Writing																				
%	Reception				Year 1				Year 2				Year 3				Year 4			
	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND
>EXS	30%	0%	33%	0%	60%		60%		50%	0%	55%	0%	50%	100%	40%		40%	33%	57%	0%
On track	90%	100%	89%	0%	80%		80%		70%	0%	78%	0%	100%	100%	100%		80%	100%	71%	50%
Below ARE	10%	0%	11%	100%	20%		20%		30%	100%	22%	100%	0%	0%	0%		20%	0%	28%	50%

Maths																				
%	Reception				Year 1				Year 2				Year 3				Year 4			
	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND
>EXS	40%	0%	44%	0%	60%		60%		60%	0%	66%	0%	66%	100%	60%		40%	0%	57%	0%
On track	90%	100%	89%	0%	100%		100%		70%	0%	77%	0%	83%	100%	80%		90%	100%	86%	50%
Below ARE	10%	0%	11%	100%	0%		0%		30%	100%	23%	100%	17%	0%	20%		10%	0%	14%	50%

NB – PP (YR 2 = 1 child)

Aim	Outcome
Development of Speech and language Participating 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

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
Sounds Write	Sounds Write First Rate Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A