

Pupil Premium and Covid Recovery Strategy Statement

2021-22

This statement details our school's use of Pupil Premium (and Covid Recovery Premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium and COVID Recovery 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	Leaffield C.E. Primary School
Number of pupils in school	97
Number of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	17 th December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Frances Bartlett
Pupil premium lead	Faye Dean
Governor / Trustee lead	Frances Bartlett

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year that was carried forward from previous academic year	zero
COVID Recovery Premium Funding that was carried forward from previous academic year	£ 3142.43
Pupil Premium Funding for this academic year 2021-2022	£ 14, 450.00
COVID Recovery Premium Funding for this academic year 2021-2022	£ 2, 000.00
Total budget for this academic year	£ 19, 592.43

Part A: Pupil Premium Strategy plan

Statement of Intent

Pupil Premium	
Reading	3 out of 10 Pupil Premium children are 'below ARE in reading'
Writing	4 out of 10 of Pupil Premium children are 'below or at risk ARE in writing'
Maths	3 out of 10 Pupil Premium children are 'below or at risk ARE in Maths'
<p>In our Reception Class 1 Pupil Premium child is below in all areas and 1 Pupil Premium child is below in all areas apart from PSHE and PD.</p>	
Covid Recovery	
<p>In our school the pandemic has had most impact on our Year 1 and Year 2 children where there has been an adverse impact on Reading, Writing and Maths. The pandemic has also had detrimental impact on writing in Year 3 and Year 4. End of Autumn 2 2021 data shows that 66.7% (Y3) and 42.9% (Y4) working above or at ARE in writing.</p>	
Our intention	
<p>Using the Pupil Premium and Covid Recovery Funding we intend to address the gaps identified above through targeted interventions, one to one work with children and by providing key CPD for staff in areas that underpin particularly reading and writing.</p>	

Challenges

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

Challenge number	Detail of challenge
1	Some Pupil Premium children need to make accelerated progress in reading (3 pupils), writing (4 pupils) and maths (3 pupils).
2	1 Pupil Premium child in Reception would benefit from making accelerated progress in all areas.
3	As part of our COVID recovery, 6 children in our Year 2 cohort need to make accelerated progress in reading, writing and maths.
4	As part of our COVID recovery, 2 children in our Year 1 cohort need to make accelerated progress in writing and maths.
5	As part of our COVID recovery, 4 children in our Year 1 cohort need to make accelerated progress in reading.
6	Some children both PP and non-PP have social and emotional needs that impact on their enjoyment of learning, school and in one case attendance.

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
1a	Improve progress in reading outcomes for 3 PP who are not at ARE in in reading.	Target Tracker end of academic year data (July 2022) will show an improvement for 3 PP children (who are below in reading) Reading journals how PP pupils are being encouraged to read at home.
1b	Improve the accurate application of spelling, punctuation and grammar in writing to support better progress and attainment for 4 PP children	Writing assessments show an increased application of accurate spelling, punctuation and grammar. Target Tracker end of academic year data (July 2022) will show an improvement in these areas for PP children (who are below ARE in writing).
1c	Improve progress in maths outcomes for 3 PP children who are not at ARE in in mathematics	Target Tracker end of academic year data (July 2022) will show an improvement for 3 children who are below in mathematics.
2	Improved progress areas of literacy and mathematics for PP child in Rec.	Target Tracker end of academic year data (July 2022) will show an improvement in 2 focus areas. Reading Record reflects work to develop parent partnership in reading.
3	Improved progress for 6 children that need to make accelerated progress across Reading, Writing and Maths in Year 2.	Target Tracker end of academic year data (July 2022) will show accelerated progress in Reading, Writing and Maths for 6 children (PP and non PP) who are not at ARE.
4	Improved progress for 2 children that need to make accelerated progress across Writing and Maths in Year 1.	Target Tracker end of academic year data (July 2022) will show accelerated progress in Writing and Maths for 2 children who are not at ARE.
5	Improved progress for 4 children that need to make accelerated progress in Reading in Year 1.	Target Tracker end of academic year data (July 2022) will show accelerated progress in Reading for 4 children who are not at ARE in Year 1.
6	Progress in children's social and emotional understanding of themselves.	Improved levels of emotional regulation, motivation and enjoyment of 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: £ 1725.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ruth Miskin online training (Read Write Inc Training)	This CPD has a proven track record in our school to support effective delivery of phonics in KS1 and spelling in KS2 (staff previously trained are no longer at school)	1 – 5 (This work underpins all of our challenges)

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

Budgeted cost: £ 17,867.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structure interventions (both small group and one to one support) provided by LSA in Year 5 and Year 6	Small, focused group work during the school day, before and after the school day has proven track record of being effective in our school.	1
Structure interventions provided by LSA in Year 1 and Year 2	Small, focused group work during the school day, before and after the school day has proven track record of being effective in our school.	3, 4, 5

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

Budgeted cost: £ funded from existing revenue budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly ELSA sessions 4 x 45 mins sessions a week (all academic year)	ELSA has had positive impact on children's engagement and aspiration in previous academic year.	6

Total budgeted cost: £ 19,592.43

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 strategy for our Pupil Premium in 2020 to 2021 focused on addressing these issues:

- Self-esteem and self-perceptions as learners
- Low aspiration
- PP children with SEN/additional social needs
- Low level of support from home

We used our Pupil Premium funding for:

- Additional Teaching Assistant in KS2 focusing on gaps in learning, intervention and additional support for pupils eligible for PPF, including 5x Early Morning sessions before school. In class nurture and resilience support. Cover for another teaching assistant to deliver ELSA program.
- Additional TA hours across EYFS, KS1 and KS2 targeting one to one reading, phonics catch up, small group support, Speech and Language/Spirals, release of teacher to lead interventions/small group teaching, maths, writing and spelling interventions and support for quality first teaching. In class nurture and resilience support.

The strategy for our COVID Recovery in 2020 to 2021 focused on addressing these issues:

- Learning needs of some specifically disadvantaged children (who were in need before the pandemic) have been greatly exacerbated by the educational disruptions
- Professional Development of teacher in NQT year during first National Lockdown was disrupted (requires provision to consolidate in RQT year)
- Children with levels of anxiety has increased
- Children in Class 2 (Year 1 and Year 2) Reception Year was disrupted – work needed in Y1 phonics
- Highlight of families without technology to support remote learning
- Children in need of opportunities to develop play/team building and enrichment following disruptions
- Children have missed out on music education and MFL during the lock down period

We used the COVID Recovery Funding for:

- Individual Tutor sessions
- Small Group Tutor sessions
- Cover for Senior Teacher for time with RQT and vice versa
- Emotional Literacy Support Sessions
- Booster Phonics and Reading in Class 2 and Reception
- Forest School
- Music for Well Being Workshops
(Additional laptops were not needed)

Impact of Pupil Premium 2020-21 funding**Children have sustained progress made in previous year as shown at end of Autumn 2 – 2021:**

Reading	7 out of 10 Pupil Premium children are 'at ARE in reading'
Writing	6 out of 10 of Pupil Premium children are 'at ARE in writing'
Maths	7 out of 10 Pupil Premium children are 'at ARE in Maths'

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
Our school chose not to use external providers for programmes – opting to use tutors that the children already knew.	n/a

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?	This is not applicable to our school.
What was the impact of that spending on service pupil premium eligible pupils?	This is not applicable to our school.