

Pupil Premium Strategy Statement for The Federation of Priddy and St. Lawrence's C of E Primary School

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	The Federation of Priddy and St. Lawrence's C of E Primary School (combined data)
Number of pupils in school	77 34 on roll at Priddy 33 on roll at St. Lawrence's
Proportion (%) of pupil premium eligible pupils	11 pupils = 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sharon Foxall
Pupil premium lead	Annabel Smout
Governor / Trustee lead	Tim Clements

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,215
Recovery premium funding allocation this academic year	£653

<p>Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)</p> <p>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</p>	<p>£10 000</p>
<p>Total budget for this academic year</p>	<p>£32, 215</p>

Part A: Pupil premium strategy plan

Statement of intent

Where you start in life shouldn't determine your future. We at The Federation of Priddy and St. Lawrence's Primary School believe that education should ensure that each generation of children reaches their full potential. We aim to ensure that every child's potential, skills, talents and choices determine what they achieve and is not influenced by any potential disadvantage.

Through our rich curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our Christian values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all our pupil premium children leave us:

- Achieving in line with age expected peers in reading, writing and maths.
- Confident communicators with skills and values which ensure they can access the full curriculum, and are ambitious and hopeful for their future.
- Resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.

We recognise that some of our children do not arrive at school ready to learn due to adverse childhood experiences and lower levels of language. This may result in them lacking confidence, self-esteem and often an inability to self-regulate their emotions; these are all barriers to their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans, consistently high-quality teaching and learning and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident to take on responsibility for evaluating their own learning and respond to teachers' feedback to strive to improve.

Here at Priddy and St. Lawrence's Primary School, decision making on how to use our Pupil Premium Funding is based upon the barriers that children are currently experiencing both socially, emotionally and academically. Evidence is clear here that disadvantaged children have fallen further behind during chequered learning. As a school, it is essential that we develop, implement and

monitor an evidenced-informed approach to our pupil premium strategy to support all children to thrive.

All teaching staff are involved and are accountable for identifying children who need support. Professional dialogue around what this support needs to look like is discussed, recorded and actioned in our Pupil Progress Meetings.

Demography and School Context

Priddy and St Lawrence's schools formed a hard Federation in January 2011. Both schools are small, rural community settings. There is one governing body.

Priddy School has 34 children on roll. St Lawrence's has 33 children on roll. The roll is falling due to the expensive rural catchment. To improve operational efficiency and thrive the decision was made to educate our KS1 children at St Lawrence's and our KS2 children at Priddy. We have a preschool called Saplings which is based at St Lawrence's.

There are two classes at each school. The structure provides us with a fantastic learning opportunity for children to be taught in small class sizes with two-year groups per class and a separate reception class.

The Federation has provided many benefits for both schools. The Head teacher, SENDCO, PE Lead and support staff including ELSA work across the Federation. Our Federation minibus allows for effective communication between schools for children who are educated away from their base-school free of charge. It also enables pupils to access opportunities within the wider community.

The proportion of children in receipt of Free School Meals is consistently below National averages. 11 out of 77 (14%). The national average is 22.5%.

Challenges

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

Challenge number	Detail of challenge
1	Children's emotional well-being, social and behavioural attitudes to learning are affecting their readiness to learn. As a result, this can lead to children attaining less well than their peers and can result in children being unable to regulate their emotions causing a barrier to accessing learning.
2	Low attainment on entry to the Early Years Foundation Stage in Language and Communication and Physical Development
3	Attendance of a small number of our Pupil Premium cohort has a negative impact on progress and attainment.

4	Some of our Pupil Premium cohort are impacted by additional Special Educational Needs, which are an additional barrier to progress and attainment.
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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
To continue to ensure the outcomes for children in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<p>Increase the progress for specific pupils in receipt of pupil premium in reading, writing and maths from their identified baseline as determined by their reading and comprehension ages with progress being at least in line with non-PP pupils.</p> <p>Evidence of progress in Reading ages (moderation assessment data).</p> <p>Evidence of progress in Maths (moderation assessment data)</p> <p>Writing (evidenced through moderation data)</p>
Improved oral language skills and vocabulary among pupil premium pupils. Readiness includes speech and language in the earlier years and use of NELI additional support where needed.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Early Reading and Phonics: At end of year 1, maintain and continue to reduce the gap between disadvantaged and others nationally in Phonics.	<p>All staff trained in RWInc.</p> <p>Disadvantaged children progress in phonics monitored through regular Read, Write, Inc assessments.</p> <p>Disadvantaged children will achieve parity with others nationally in Reading, at the end of KS1.</p>
To ensure that opportunities to improve children's sense of wellbeing are provided and that social and behavioural needs are supported in order to improve children's readiness to learn and their ability to progress.	<p>Intervention data, pupil interviews and ABC forms demonstrate that children's emotional needs are being met and that progress is reflected in academic progress. Engagement with ELSA and PFSA etc. where needed. Enrichment opportunities to promote wellbeing and healthy lifestyles.</p> <p>OPAL to be embed into the curriculum impacting the emotional wellbeing of the children.</p>

<p>To construct an Early Years Curriculum that is ambitious and provides no limits or barriers to children's achievements regardless of their starting points.</p>	<p>All children gain a Good Level of Development. All children are Year 1 ready at the end of the academic year. The learning environment and provision provoke children's learning. (SDP)</p>
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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: £ 7344

Activity	Evidence that supports this approach	Challenge number(s) addressed
PFSA contribution for PP support.	PFSA to support PP children and their families. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1671628510	1,2 and 4
The purchase of phonological decodable books for home readers.	Evidence shows that when children read decodable books they are more likely to try to decode—to sound out the words. Some studies have found that they're also more likely to read words accurately.	1, 2 and 4
The purchase of a validated systematic synthetic phonics and training package. RWINc	EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics "1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."	2 and 4
Reception Lead – to support NELI (Nuffield Early Language Intervention programme)	EEF: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention + 4 months progress	1, 2 and 4
To ensure CPD is in place to enable all staff to work effectively with our Pupil Premium cohort.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. EEF: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1, 2, 3 and 4

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

Budgeted cost: £11 285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Language Skills – NELI (3x week)	Education Endowment Foundation, DfE confirms that oral language interventions has high impact (+6mths progress) for disadvantaged pupils.	1, 2, 3 and 4
Early Reading skills (1:1 daily lowest 20% and target children, additional phonics in timetable)	Education Endowment Foundation, DfE confirms that phonics intervention has high impact (+5mths progress) for disadvantaged pupils.	1, 3 and 4
<p>Book tokens for Scholastic book fair.</p> <p>Targeted support: Supports improved and developing communication skills and cultural capital.</p> <p>Children have access to their own books at home which they have chosen and therefore want to read. This gives purpose to learning to read.</p> <p>(£50 book token for each child = £550)</p> <p>This activity is targeted to support 11 children (100% of the PP children)</p>	<p>https://www.sciencedirect.com/science/article/abs/pii/S0049089X18300607#fig2</p> <p>Studies show where children have improved access to books within their own home academic outcomes are boosted.</p> <p>This supports reading at home with all its associated positive outcomes.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Resources_for_schools/7_Top_Tips_to_Support_Reading_at_Home.pdf</p>	1, 2, 3 and 4
To ensure that all children with emotional needs have access to ELSA provision as required with a	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>the average impact of successful SEL interventions is an additional 4 months progress over the course of a year.</p>	1, 2, 3 and 4

fully qualified member of staff.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free breakfast club care for families in need of support with attendance and to ensure children arrive at school on-time.	Attendance for children in receipt of FSM is lower than for all children. Providing breakfast club care free to specific children will improve attendance. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1 and 3
Subsidise afterschool club care for families in need of support.	Children are accessing enriched activities and participating in social and physical activities. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1, 2, 3 and 4
Pupil Premium children to take part in residential trips and to subsidise visits linked to learning.	This follows the inclusive ethos of our school – for all children to have the opportunity to participate in these extracurricular activities. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial. Personalised gift pots.	1
To develop OPAL provision across both sites.	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches The average impact of engaging in physical activity interventions and approaches is about three month's progress over the course of a year.	1 and 2

Total budgeted cost: £ 32, 214

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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Externally provided programmes

Programme	Provider