

## 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	Felton C of E Primary School
Number of pupils in school	93 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 23 due to small numbers
Date this statement was published	March 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Chair of Governors – Rachel Murphy
Pupil premium lead	Jane Leithead
Governor / Trustee lead	Sue Marsh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,075
Recovery premium funding allocation this academic year	£1,167
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,242

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention for all pupils, including those who are disadvantaged, is that we are ambitious and aspirational in our curriculum, and that this is not reduced in any way for any of our pupils. The implementation of our curriculum is successfully designed, adapted and developed to meet the needs of all children, including the most disadvantaged, to develop knowledge, skills and understanding with increasing fluency and independence. Our teachers will create environments that are pupil-centred, and will provide everyday support and adaptations that can be made as normal teaching practise and through our ordinarily available provision, which ensure that all pupils achieve the best outcomes.

High-quality, ordinarily available provision is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil premium strategy works towards achieving this by supporting the need for adaptations in the classroom, providing opportunities that children may not otherwise experience and supporting those with SEMH or ACEs in their backgrounds to achieve highly in a supportive environment.

## Challenges

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

Challenge number	Detail of challenge
1	SEMH needs around learning or as a result of combination of external factors
2	Children living with trauma or mental health problems, or those with Adverse Childhood Experiences (ACEs) whose troubled behaviour acts as a barrier to learning and can affect emotional wellbeing
3	Lack of continuity in education, and therefore there are gaps to address in knowledge

4	Lack of secure relationships with peers or within families
5	Limited attendance for extracurricular opportunities by identified groups/individuals
6	Delayed literacy and numeracy skills; a lack of engagement with reading and limited experience of vocabulary

## 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
Ordinarily Available Provision (OAP) is further developed to ensure a pupil focused environment, where all children are appropriately supported to succeed in their learning	<p>Children in each class, with particular SEMH needs are engaged in learning as their needs are being met within OAP</p> <p>A 'Hop In' approach is developed for children who need a period of extra support or provision within specific interventions designed to support both educational and emotional needs in a smaller environment</p> <p>All classrooms provide an ambitious and aspirational education for all children, including the most disadvantaged. as a result all children make good progress both academically and emotionally</p>
Reading and vocabulary knowledge and attainment is high in all groups of children	<p>Reading attainment continues to improve in all groups</p> <p>All children make good progress in phonics and early reading, and are supported through their journey in school to develop a love of reading</p> <p>Good levels of reading impact on attainment in other subjects</p>
Improve the self-esteem of some pupils	<p>Thrive practitioners within school work with children to increase self-esteem, develop resilience and safe strategies to manage their emotions</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p>
Enable all children to access opportunities equally	All children participate in school trips and residential and after school clubs.

## 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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and improvement of OAP, training for staff and TAs in inclusion, Thrive practices, how SEMH is a barrier to learning	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">EEF Social and Emotional Learning HYPERLINK "https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning"</a>	1, 2, 3, ,4, 6
Scaling up Thrive training for staff in school, giving opportunities for more children to access this therapeutic intervention as part of their provision at Felton		1, 2, 4
Developing, training and recruiting Teaching assistants to staff a 'Hop In' area of school where children are able to access therapeutic interventions, academic interventions and SEMH support		1, 2, 3, 4, 5, 6
Development of phonics and early reading within the school; building on previous successes and planning to address challenges such as vocabulary gaps. Accessing support and training with phonics scheme, especially around how to	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>	3, 6

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

Budgeted cost: £2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
HOP in provision within school to provide a nurturing and home-like environment for those children who are most disadvantaged. This will be used to deliver academic as well as SEMH interventions.	So called 'Nurture Groups' target social, emotional and behavioural difficulties in school aged children. Delivering an attachment-based model in primary school settings improves social, emotional and behavioural outcomes. <a href="#">The effectiveness of Nurture Groups in improving outcomes for young children with social, emotional and behavioural difficulties in primary schools: An evaluation of Nurture Group provision in Northern Ireland</a>	1, 2, 3, 4, 6
Pre-Teach activities in small groups before school	Evidence supports the idea that pre-teaching and scaffolding enables children to achieve academic success, particularly those with	3, 6

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and de-escalation approaches with the aim of developing our school ethos and improving behaviour of individual children across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF</a>	1, 2, 4, 5

Contingency fund for acute issues (£1000)	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.	All
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**Total budgeted cost: £10,250**

## 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 Thrive approach has become more prevalent in school, and training given to members of staff has increased the availability of therapeutic interventions across the school. This need continues to rise, therefore further training for more staff will be implemented.

All children have had opportunities to go on residential trips and develop their personal and social skills throughout these, due to the pupil premium funding.

Spending on curriculum development has continued to provide an exciting and engaging curriculum for all children, enabling children to be active learners in topics which interest them and inspire enthusiasm.

Children commented that they feel more confident in their learning when they have access to pre-teach activities. Parents have seen improved confidence after residential trips and students commented that they loved the opportunity to go away again.