

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	Preston Candover CE Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Mrs Simrit Otway
Pupil premium lead	Mrs Dominique Meier
Governor / Trustee lead	Edwina Curtis- Hayward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380.00 Financial year
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year 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

At Preston Candover C E Primary School, we adhere to the seven 'building blocks' which form our strategy to improve outcomes for our disadvantaged pupils:

- **Whole-school ethos of attainment for all**
There is an expectation that all pupils should achieve high levels of attainment. There is an ethos that all disadvantaged pupils can overcome their personal barriers to succeed.
- **Addressing behaviour and attendance**
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support. Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- **High quality teaching for all**
The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- **Meeting individual learning needs**
Personalised profiles are to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- **Deploying staff effectively**
Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- **Data-driven and responding to evidence**
The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed through our class Provision Maps within each assessment phase.
- **Clear, responsive leadership**

The inclusion leader reviews the effectiveness of strategies with the headteacher and governors at the end of each assessment phase. English and mathematic leaders are directly involved in monitoring activities designed to secure good progress.

Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being and readiness for learning. Development and understanding of independent learning skills leading to learners being able to demonstrate self-motivational skills and know how to learn independently.
2	Under developed social skills, ability to make relationships, resilience and maintaining friendships.
3	Some PP pupils may have lower literacy skills and may have less social communication skills. This could be a result of having had less exposure to a wide range of literature and spoken language support than their peers. This can impact on their comprehension, mathematical problem-solving skills and understanding of aspects of the curriculum.
4	Attendance for all PP to be maintained at 96% or above academic year 2021-2022 which will impact on their learning.
5	Access to extra- curricular, and enriched education activities and experiences including trips, music lessons, sports activities, visits and residential experiences.

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
Pupil Premium pupils to develop strong attitudes towards life-long learning and build robust learning habits through our school values and learning ethos.	Pupils are fully engaged in school life and have taken part in a wide range of enrichment activities at the correct level of challenge. They are growing in confidence, which is reflected in lessons and in events where they have represented the school. Maintaining % of PP pupils reaching ARE over time, and closing the gap between non-disadvantaged pupils nationally, and in school. Pupils understand how they learn and can demonstrate resilience, the ability to raise their expectations of themselves and take risks with their learning.
To provide emotional, pastoral, and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate.	Improved attendance and stability. Enhance ability to form friendships and positive relationships with others; leading to improved behaviour and outcomes. Increased attendance at school, enrichment events/ clubs outside school. Ensure formation of positive and productive relationships with peers and adults. Pupils make good progress.
Higher rates of rapid progress across the school for all PP pupils.	All PP outcomes in reading age and reading comprehension age to continue to improve and be in line with pupils without PP. Most PP pupils' outcomes in reading age and reading comprehension age to exceed ARE. A love of reading for pleasure is fostered. SLS recommendations are promoted for specific children and groups. Teachers and LSAs will be confident in accurately identifying particular barriers to learning. All interventions, where used, will show a high impact in closing the gap, exceeding progress and positive ratio gains.
Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2021-2022.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 90% to 97% in line with 'other' pupils by the end of 2021-2022.
All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience.	All PP pupils have access to an enriched curriculum by attending / taking part in any activity, visit or residential experience. Funding is used to support payments.

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: £2616

Sarah Sedgwick (HIAS Inspector) 3 full days cost: £1500

Release time for Assistant Head Teacher coaching other members of staff- supply 3 days Cost:-£558.00

Supply cover costs- pupil progress meetings (3days)- £558.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leader in Me - CPD for all staff. A whole school improvement model designed to create change across a wide variety of areas.	<ul style="list-style-type: none"> Research outcomes related to LIM identify high impact in school leadership/culture and academics building resilience in all pupils. Monitoring and evaluation of outcomes and provision termly and reported to Governors. 	1
Teachers released for pupil progress review sessions 3 x a year	<ul style="list-style-type: none"> Teachers involved in discussions with senior leaders related to pupil attainment and progress and review of provision and interventions. Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is good and monitored termly. 	1
Whole school vision to enable every child to meet their potential intellectually, morally, spiritually, and physically.	<ul style="list-style-type: none"> To ensure that PP children are not disadvantaged in any learning experience. PP attainment and progress will be monitored throughout the year and teachers held accountable for this. 	1
PP is a focus within termly governor meetings.	<ul style="list-style-type: none"> Governors to support and hold school accountable for progress with PP children. PP attainment and progress will be monitored throughout the year and teachers held accountable for this. Staff governors to report back to meeting. 	1
High quality teaching through investment in staff CPD focus on improving teaching and	<ul style="list-style-type: none"> Quality First Teaching will improve an increased pedagogical knowledge. Sequences of lessons will be planned 	3

learning across the school.	<p>more effectively, through a 3- step coaching process. Maximising pupil progress for all pupils including PP children. This will be reflected in teacher observations, planning, children's attainment, and progress.</p> <ul style="list-style-type: none"> • Using evidence and research for effective teaching and learning e.g. The Key, Sutton Trust EEF Toolkit. • Teachers increased accountability. Teachers will be reflecting on their own practise and progress. Teachers to share outcomes from PP children within this. As part of the planning process PP children with be planned for to ensure there is maximum progress. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4726

Library support and Library service SLA proportion cost-£1526.00

Phonics CPD- for all staff including LSAs- £750

Revision books cost: £50

Teacher cost for tutoring: £2400

Additional 5 hours of LSA time per week-

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance literacy skills through bespoke access to expert advice on literacy texts and themes as well as topics affecting PP pupils' diverse needs and interests. Individualised reading advice. To increase breadth and quality in the school's library books and for guided and group reading.</p> <ul style="list-style-type: none"> • 1:1 reading 4 x a week with LSA/ T- KS1 children • 1:2- Reading comprehension support- KS2 children • Library service SLA • LSA librarian hours. • Support to complete 	<ul style="list-style-type: none"> • Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers which can impact on their comprehension and mathematical problem-solving skills. 	3

Story Wings		
<p>Additional intervention support for pupils eligible for PP, especially the higher attaining pupils and pupils with SEND eligible for PP.</p> <ul style="list-style-type: none"> • 1:5 additional phonics 'keep up' intervention- KS1 PP children- 3 x a week • 1:5 additional Maths intervention- KS1 PP children 2 X a week • 1:1 additional Handwriting intervention- KS2 PP children- Teacher led- most mornings • 1:3 additional Maths Intervention- KS2 PP child • 1:3 additional GPS Intervention- KS2 PP child • 1:3 additional Reading comprehension Intervention- KS2 PP child 	<ul style="list-style-type: none"> • The majority of PP children are working below expected level and require specific interventions to address their personal targets within areas of their learning. • LSAs receiving intervention training to maximise the effectiveness of the intervention. • The impact of these interventions and the provision map is monitored termly by CTs and the Leadership team. 	3
Purchase of high- quality revision book to support and supplement in school learning for PP children.	<ul style="list-style-type: none"> • Increase accessibility to high quality educational resources and foster building independence and resilience to their learning. 	3
Teachers to run addition tutoring sessions for PP pupils	<ul style="list-style-type: none"> • Teachers to identify specific targets within their learning that can be developed through additional small group interventions. • Entrance and exit data to evidence the progress made. 	3

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

Budgeted cost: £ 2456.11

Charanga Music resource- £195.00

Costing of resources for nature club- £50

Costing of resources for Art club- £50

Costing of half- term Premier sport (£30)

Bi termly senco circle meetings £534

Minimum of 2.5 hours per week for a year £1250 for running ELSA and counselling sessions with pupils. ELSA supervision time with Educational Psychologist. £225, £100 for ELSA Conference.

Zoo lab- £7.30 per child x 3 = £22.11

Contribution towards HMS £60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tightly monitored attendance by Admin team with follow up support work by Inclusion Leader.	<ul style="list-style-type: none"> • Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2020-2021. • Impact of missing school on learning. • Attendance is closely monitored and if concerns, follow up support for family is swift and robust. 	4
Subsidised school visits, Residential, transport, workshops and enriched curriculum activities.	<ul style="list-style-type: none"> • To enhance learning, independence, and social skills in a challenging but safe environment. Building esteem, confidence, and resilience. Exposed to wider opportunities. 	5
HMS Music teacher Y3/4/5/6 Pupils attended weekly music sessions in school with a specialist music teacher.	<ul style="list-style-type: none"> • Enrichment to enhance the breadth of experience and opportunity in learning. Building esteem, confidence, and resilience. • Giving children the opportunity to learn an instrument and develop their passion for Music. 	5
Singing and Song writing Club 1 hour per week Autumn Term Charanga Music resource	<ul style="list-style-type: none"> • Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. • To boost self- esteem and confidence. • To develop Literacy skills. • KS2 PP children attending. 	5
Nature Club	<ul style="list-style-type: none"> • Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. • To develop resilience and independence in our learners. • KS1 PP children attending 	5
Art Club	<ul style="list-style-type: none"> • Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. • To develop resilience and independence in our learners. 	5

Premier Sports Multi skills club- KS1	<ul style="list-style-type: none"> • Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. • To support a child's passion for running and sport. • To develop gross motor skills. • Support well- being. • KS1 PP children attending 	5
Child-led graphic design lunch club	<ul style="list-style-type: none"> • Pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning. • To support child's interest and boost confidence and passion for writing. • To develop independence, teamwork and resilience. 	5
ELSA/group and 1:1 therapy and training to support pupils.	<ul style="list-style-type: none"> • To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate and to boost the self-esteem and resilience of learners who fear taking risks. 	2
Inclusion Manager to attend SENCO Circle support group run by HIEPS.	<ul style="list-style-type: none"> • Inclusion Leader to remain current and updated with national and LA provision. 	2
Children given additional roles and responsibilities to support independence, confidence and sense of belonging	<ul style="list-style-type: none"> • Giving PP children a sense of belonging and contributing towards a school community. • Class teachers to give specific roles to PP children that support their development as required. • Discussion with Inclusion Lead and Head teacher. 	2

Total budgeted cost: £ 9638.22

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 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.