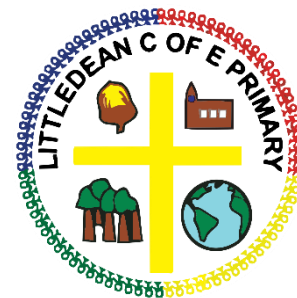


# Pupil premium strategy statement: 2022-2023



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	Littledean CE Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Hayley McGoldrick
Pupil premium lead	Laura May
Governor / Trustee lead	Pauline Rea-Dickens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35438
Recovery premium funding allocation this academic year	£3480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38918</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Littledean Church of England Primary school our aim is to be regarded as an integral part of the wider community. We encourage independence and a life-long love of learning in an environment where each individual is valued for who they are and the unique contribution that they bring.

We strive to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to embrace new ideas, we aim to ensure that all pupils receive an education that meets their very individual needs. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Covid Recovery Premium. This pupil premium strategy outlines our approach for ensuring disadvantaged pupils achieve their full potential and make progress.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantage pupils make progress in-line or exceeding non-disadvantage pupils.
- To support our pupils' health and wellbeing to enable them to access learning at an appropriate level.

Funding is allocated within the school budget by financial year. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. A number of pupils eligible for Pupil Premium have 4+ identified Adverse Childhood Experiences (57%). This can result in difficulty with emotionally self-regulating and being ready to learn.
2	A large proportion of pupils eligible for Pupil Premium funding are also on our SEND register – 39%
3	66% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, and communication and language.
4	Narrowing the attainment gap across reading (-14%), phonics (-38%) and writing (-7%).
5	Pupils have limited experiences beyond their homelife and immediate community.
6	Poor parental engagement with reading.
7	Pupils often arrive hungry due to no or little breakfast. Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.

## 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
Pupils feel happy and safe.	<ul style="list-style-type: none"> <li>• Signposting to external support is in place through MHL.</li> <li>• Pupils are observed using self-regulation strategies.</li> <li>• Pupils demonstrate resilience.</li> <li>• ELSA is being fully implemented.</li> </ul>
SEND pupils make steady progress and reach their My Plan targets.	<ul style="list-style-type: none"> <li>• My Plans are in place and shared with all stakeholders (teacher, TA, SENCO, parents).</li> <li>• Interventions are in place. Baseline and end of intervention data shows expected/accelerated progress.</li> <li>• Pupils reach their My Plan targets.</li> </ul>
Communication, language and vocabulary skills have improved in EYFS.	<ul style="list-style-type: none"> <li>• NELI produces significant progress from baseline to the end assessment.</li> <li>• More pupils reach Expected for Communication and Language in EYFSP.</li> </ul>
Phonics teaching is consistently good or outstanding and year 1 pupils (and year 2 resits) pass the phonics screening.	<ul style="list-style-type: none"> <li>• All staff are trained to use the Little Wandle programme.</li> <li>• Pupils are applying phonic learning to reading and writing tasks.</li> <li>• % of disadvantaged pupils passing the phonic screening check is in-line with non-disadvantage pupils and national data.</li> </ul>
The data for disadvantaged pupils for progress and attainment will be broadly in-line with non-disadvantaged pupils in reading, writing and maths across the school.	<ul style="list-style-type: none"> <li>• The progress and attainment gaps will close between disadvantaged and non-disadvantaged pupils.</li> </ul>
Pupils will enjoy the range of enrichment activities we have on offer at Littledean CE Primary	<ul style="list-style-type: none"> <li>• Pupils will attend after school sporting and art clubs.</li> <li>• Pupils will experience musical lessons (drumming, ukulele).</li> <li>• A string quartet will be invited to perform in school.</li> <li>• Rock Steady bursary placements.</li> </ul>
Parents will support pupils reading development at home.	<ul style="list-style-type: none"> <li>• Go Read App will be fully implemented.</li> <li>• The % of pupils reading to a parent at home will increase – this will be recorded on the app.</li> <li>• Pupils reading ages will increase.</li> </ul>
Pupils are fully prepared for a day of learning.	<ul style="list-style-type: none"> <li>• There will be a high % of disadvantaged pupils attending Bagel Club.</li> <li>• Pupils will make good progress within lessons as their nutritional needs will have been met.</li> </ul>

## 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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning teaching groups for pupils from year 2 – year 6 will be restructured to allow for smaller teaching groups for English and maths.	<a href="#">EEF Smaller Class Size</a> As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, thereby improving outcomes for pupils. We have analysed the needs (and data) of our pupils from the previous three years and have identified that teaching the pupils in smaller groups will enable teachers to increase the amount of attention each pupil will receive.	2, 4
English Hub to support CPD for staff teaching a DfE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	<a href="#">Little Wandle</a> <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> The English Hub will support us in ensuring our use of Little Wandle is effective.	2, 3, 4
Teaching Assistants/HLTAs for targeted support across all classes.	<a href="#">EEF Small Group Tutoring</a>	2, 3, 4
<ul style="list-style-type: none"> <li>• High quality teaching for all pupils.</li> <li>• TA CPD is ongoing for maths and English by subject leaders and SLT through termly twilight sessions and WGSP.</li> <li>• Maths and English are high priority on the school development plan.</li> <li>• Pupil Progress Meetings track the progress of PP pupils where interventions are discussed and put in place.</li> </ul>	<a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
ELSA <i>CPD/Supervision</i> (Emotional Literacy Support Assistant)	<a href="#">Evaluation Reports – ELSA Network</a>	1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for reading comprehension, GPS and maths.	<a href="#">EEF Small Group Tutoring Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> Phonics improves the accuracy of the pupil's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension <a href="#">Intervene and Improve Reading, GPS &amp; Maths - Shine Interventions (risingstars-uk.com)</a>	4
Purchase of phonics books	<a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> After reorganising our reading books to ensure they are closely linked to our chosen phonics programme, we identified the need to supplement our collection.	3, 4
Continue to subscribe to Letter Join (handwriting programme)	<a href="#">Letter-join. Cursive handwriting resource for school and home. (letterjoin.co.uk)</a> During in-house writing moderation we identified a high proportion of pupils were not meeting ARE due to poor handwriting skills. Often letters were incorrectly formed and/or joined.	3, 4
Continue to subscribe to Go Read App (Boom Readers) in order to re-invigorate reading across the school and increase parental engagement with reading support at home.	<a href="#">GoRead™ The Digital Reading Record (go-read.co.uk)</a> <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 6
Implement the School Led National Tutoring Programme – school contribution (40%)	<a href="#">School-led tutoring guidance (publishing.service.gov.uk)</a> <a href="#">EEF Small Group Tutoring</a>	4

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bagel Club (breakfast club) – upkeep of equipment (freezer, toaster...), employ staff to run the club every morning.	<a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a> More and more pupils over the last few years have been coming into school stating they are hungry as they have not had breakfast. Hunger can lead to emotional dysregulation and pupils being unable to concentrate in class. Offering hot bagels to each child as they come into Bagel Club also supports attendance/punctuality.	6
Coolmilk	<a href="#">Why milk is great for children   Cool Milk</a> This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
Extra fruit for KS2 PP for snack time.	<a href="#">What Are the Benefits of Children Eating Snacks During School? (sfgate.com)</a> This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
After school enrichment.	<a href="#">Physical activity   EEF</a> <a href="#">The value of after school clubs for disadvantaged children (ncl.ac.uk)</a>	5
GLEAM (Growth and Learning Equine Assisted Ministry)	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. <a href="https://www.leapequine.com/about-leap-equine/">https://www.leapequine.com/about-leap-equine/</a>	1
ELSA delivery (pm x2 per week + planning)	<a href="#">Research-Project-Gloucestershire.pdf (elsanetwork.org)</a> <a href="#">Social and emotional learning   EEF</a> Our two trained ELSAs will offer blocks of group support to children who need additional strategies in order to address specific SEMH needs.	1
Mental Health Lead Practitioner (MHL)	<a href="#">Social and emotional learning   EEF</a> <a href="#">Adverse Childhood Experiences (ACEs): educational interventions   Iriss</a> <a href="#">HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk)</a> Disadvantaged pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We consider addressing pupil's social and emotional needs to be fundamental to our work.	1

**Total budgeted cost: £37,000**

## 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 2021 to 2022 academic year.

#### 2021-2022 Pupil Characteristics:

	No. in Cohort	PP	SEND	Girls	Boys
YR	15	6	6	6	9
Y1	13	5	5	6	7
Y2	15	2	7	8	7
Y3	13	4	3	6	7
Y4	15	5	4	6	9
Y5	16	5	4	9	7
Y6	15	5	5	11	4

#### EYFS Data:

Area of Learning	Cohort %	PP %
Listening, attention and understanding	53	17
Speaking	53	17
Self-regulation	53	17
Managing self	53	17
Building relationships	60	33
Gross motor skills	93	100
Fine motor skills	87	67
Comprehension	67	33
Word reading	67	33
Writing	53	17
Number	67	33
Numerical patterns	53	17

#### GLD

	All Pupils	PP	Non-PP
Littledean	46.7%	17%	67%
National	65.2%	49.1%	68.8%

**Challenge 3:** 80% of the pupils eligible for Pupil Premium funding in Early Years are not on track on entry to school in maths, Literacy, and communication and language.

Review: from the data above 83% of the pupils eligible for Pupil Premium funding continue to not achieve in-line with their age. The number of pupils in this cohort with SEND is high (40%) with three pupils currently being assessed for an Education, Health, Care Plan (EHCP). For this particular cohort (possibly due to the impact of Covid) personal, social and emotional development (PSED) has been identified as a particular area of difficulty. For this reason, during the academic

year 2022-23 our mental health lead practitioner (MHL) will carry out targeted work with the Reception and Y1 group. This will focus on helping pupils to develop skills such as listening and attention.

### Phonic Screening:

	Year 1		
	All Pupils	PP	Non-PP
Littledean	23.1%	0	38%
National	75.8%	65%	82%

**Challenge 4:** *Narrowing the attainment gap across reading (-14%), phonics, writing (-14%) and maths (-7%).*

Review: during the 2021-22 year, we purchased the DfE validated systematic synthetic phonics programme Little Wandle to secure stronger phonics teaching for all pupils. All staff attended CPD and the programme has been rolled out across out EYFS and KS1 classes. Unfortunately, the gap between our results and national results is quite wide. While we acknowledge this is the first year of a new programme and these take time to embed, this year we will seek support from the English Hub to ensure our teaching of phonics is effective.

### Whole School Data:

#### Reading

% ARE+	Whole Cohort	PP	Non-PP
Year 1	31	20	38
Year 2	36	50	12
Year 3	67	50	70
Year 4	87	100	83
Year 5	81	75	83
Year 6	60	33	67

Whole School	PP	Non-PP
61	53	67

#### Writing

% ARE +	Whole Cohort	PP	Non-PP
Year 1	23	20	25
Year 2	36	50	33
Year 3	42	50	40
Year 4	47	67	42
Year 5	13	0	17
Year 6	60	33	67

Whole School	PP	Non-PP
36	32	39

#### Maths

% ARE+	Whole Cohort	PP	Non-PP
Year 1	46	60	38
Year 2	50	50	50
Year 3	75	50	80
Year 4	53	67	50
Year 5	81	75	83
Year 6	67	67	67

Whole School	PP	Non-PP
62	63	62



**Challenge 4:** *Narrowing the attainment gap across reading (-14%), phonics, writing (-14%) and maths (-7%).*

Review: From the data above, it is clear the attainment gap between pp and non-pp has stayed the same or been slightly narrowed. In reading the gap continues to be -14%, for writing the gap is -7% which is a significant improvement from 2020-21, and for maths pp has slightly outperformed non-pp by +1%. Last academic year, the KS2 pupils were taught in discrete year groups, this appears to have had a positive impact on the number of pupils achieving ARE in maths. HLTAs/TAs continue to be an important feature in every class. HLTAs/TAs have attended CPD events throughout the year, such as, emotion coaching, Little Wandle, calculation training. HLTAs/TAs provide high quality in class support and interventions to support all learners. We purchased the Go Read App (challenge 6) which re-invigorated reading across the school and initially increased parental engagement with reading support at home, this is something we must continually promote. We do acknowledge that reading in KS1 is an area to focus on for 2022-23. We implemented the School Led National Tutoring Programme with pupils in years 3, 4, 5 and 6. The focus was reading comprehension strategies. We purchased the Shine resources to aid this intervention. From the data above it is clear attainment in reading in year 3, 4 and 5 is good.

**Challenge 1:** *Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. A number of pupils eligible for Pupil Premium have 4+ identified Adverse Childhood Experiences (33%). This can result in difficulty with emotionally self-regulating and being ready to learn.*

Review: Our Mental Health Lead Practitioner/Family Support Worker (MHL/FSW) continues to be an integral member of Littledean CE Primary. She works with a number of our pupils and families and is regarded highly by staff, pupils, parents and professionals whom she works with. Through working with the MHL, pupils are able to talk effectively about things that affect them. Families have accessed support and parental engagement has been high. Reports/feedback from agencies such as Social Care clearly indicates that the work carried out by MHL/FSW is of a high level and effective in terms of offering early intervention and support. Parents report that the MHL/FSW has had a positive impact on their family. Our Emotional Literacy Support Assistants (ELSAs) work closely with the MHL. Over the year they have offered blocks of group support and 1:1 support to children who need additional strategies in order to address specific SEMH needs. Last year this mostly focussed on making and maintaining healthy friendships and building self-esteem.

**Challenge 7:** *Pupils often arrive hungry due to no or little breakfast. Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.*

Review: Bagel club is successfully up and running. On average 35 pupils attended bagel club daily during the 2021-22 academic year. 57% of pupils eligible for the Pupil Premium grant attended the club at least once per week. Additional fruit is purchased for pupils in KS2 for break times and this has resulted in a decrease in the number of pupils reporting feeling hungry in lesson 2. As a result they remain focussed in lessons.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding

*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?	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. <a href="https://www.leapequine.com/about-leap-equine/">https://www.leapequine.com/about-leap-equine/</a>
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have opportunities to talk to trusted adults and learn skills which they have been able to transfer to their daily lives.