

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Parwich Primary School
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	January 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Fiona Tomblin
Pupil premium lead	Fiona Tomblin
Governor / Trustee lead	Jennifer Barker

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£6643
Recovery premium funding allocation this academic year	£2000
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	£8643

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Parwich Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future and lifelong learners. We have high expectations for all pupils in our school and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

We engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. Key interventions and approaches may be adopted on a whole school level and may not only be 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 catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Parwich Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support.

## Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment and slower progress.
2	Weaknesses in learning behaviours - lack of self-belief, determination, resilience and readiness to learn. PP pupils can struggle to reflect and evaluate their own learning and can lack self-motivation and confidence to improve.
3	Personal, social and emotional behavioural challenges.
4	Limited life experiences beyond their home and immediate community.
5	Lower 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
<p><u>Attainment &amp; Progress</u></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>The gap is narrowed in the attainment of PP and non-PP children, unless they have severe and complex learning needs.</li> </ul>
<p><u>Behaviour (Personal, Social, Emotional &amp; Learning)</u></p> <ul style="list-style-type: none"> <li>All pupils have improved self-belief, resilience and a determination to learn;</li> <li>PP pupils feel happy and safe at school and engage with others and their learning well.</li> </ul>	<ul style="list-style-type: none"> <li>All PP pupils demonstrate good personal, social, emotional and learning behaviours throughout the school day and in their lives outside of school.</li> </ul>
<p><u>Experiences</u></p> <ul style="list-style-type: none"> <li>PP pupils are exposed to a breadth of experiences that enable them to contextualise their learning;</li> <li>PP pupils love learning and have access to an engaging, broad and varied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>PP pupil's experiences are widened and extended across the curriculum;</li> <li>PP pupil's attitude to learning matches non-PP pupils; they have an excellent attitude, which has a strong, positive impact on progress.</li> </ul>
<p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>PP pupils will meet national expectations for attendance.</li> </ul>	<ul style="list-style-type: none"> <li>PP pupils will match or exceed national averages for non-disadvantaged pupils.</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: £182.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – high quality teaching – five a day	Evidence shows that there are five approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates: <ol style="list-style-type: none"> <li>1. Explicit instruction</li> <li>2. Cognitive and metacognitive strategies</li> <li>3. Scaffolding</li> <li>4. Flexible grouping</li> <li>5. Using technology</li> </ol> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a>	Challenge 1
<u>Feedback</u> Communicate with pupils about progress and expectations, in line with the school's Marking Policy.	EEF research. <ul style="list-style-type: none"> <li>• Approaches selected have been based on the EEF Teacher Feedback to Improve Pupil Learning guidance report.</li> </ul>	Challenge 1
CPD – SEND 4 hrs - £182.40		

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

Budgeted cost: £5155.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide extra support through 1:1 or small group teaching (Phonics, Reading, Maths, Writing): 101 hourly sessions @ £46 (2.66 hrs per week) £4655.17 total	EEF research. <ul style="list-style-type: none"> <li>• Approaches selected have been based on the EEF Improving Literacy and Mathematics guidance reports.</li> </ul>	Challenge 1
1:1 diagnostic assessment £500.00	EEF research. <ul style="list-style-type: none"> <li>• Approaches selected have been based on the EEF SEN in Mainstream Schools guidance report.</li> </ul>	Challenge 1

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

Budgeted cost: £3305.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Social Skills / Nurture sessions. 1 ¼ hrs per week £2254.83	Research has noted the following benefits in children: <ul style="list-style-type: none"> <li>• Improved social communications (starting conversations, continuing conversations, showing empathy, understanding body language);</li> <li>• Developed problem-solving skills;</li> <li>• Improved self-confidence;</li> <li>• Enjoyment in a safe space;</li> <li>• It is fun; great for well-being.</li> </ul>	All challenges
Provide trips / visits. £50 per pupil £150.00 total	Enrichment activities offer children a context for learning and a stimulus to trigger their interest, which can be evidenced in pupil books.	Challenges 2, 3 & 4
Provide and pay for a percentage of After School Club sessions. 2 sessions per week per pupil £684.00 total	Attendance at After School Clubs has been observed to have a positive impact on pupil's well-being and social skills.	Challenges 2, 3, 4 & 5
Provide daily milk (ref. Nursery Milk Scheme) £159.60	Milk is a good source of protein, zinc and vitamins A, B2 (riboflavin) and B12, and makes a valuable contribution to the intake of iodine, niacin and B6.  It is also rich in calcium, which children need for strong bones.	General Wellbeing
Provide a daily piece of fruit. £57.00	To help contribute to the pupils receiving their '5-a-day'.	General Wellbeing

**Total budgeted cost: £8,643**

## 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.

As this relates to such a small number of pupils and may therefore be identifiable, detailed information is held confidentially in school.

PP pupils in EYFS and KS1 attained broadly in line with their peers.

PP pupils in KS2 performed at least as well as non PP pupils.

### Externally Provided Programmes

Programme	Provider
Active Learn (Abacus Maths, Wordsmith English, Science Bug, Bug Club, Grammar, Spelling Bug).	Pearson
Maths	White Rose
Phonics	Supersonic Phonic Friends

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	