

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.

PP March 2020 – 2021 (£27,770)

March 2022 – 2023 (£19,390 + CLA at £12,050)

School overview

Detail	Data
School name	Slaithwaite CE Junior and Infant School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	12.5
Academic year/years that our current pupil premium strategy plan covers (March 20- July 22)	March 20 – July 22
Date this statement was published	July 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Elaine Bradley (Headteacher)
Pupil premium lead	Elaine Bradley (Headteacher)
Governor / Trustee lead	Debbie Kaye (Finance committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	March 2022 – 2023 (£19,390 + CLA at £12,050)
Recovery premium funding allocation this academic year	£1,595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 31,440

Part A: Pupil premium strategy plan

Statement of intent

We organise teaching and learning at Slaithwaite CE J&I to meet the needs of all our children in the best way possible. We, therefore, ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children who are disadvantaged have free school meals. Therefore, we allocate pupil premium funding to support any child who we identify as being socially disadvantaged and should be making better progress. We also conduct a needs analysis to help identify and prioritise individuals and groups who require support.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- high quality teaching
- targeted academic support
- wider strategies

Targeted identification is used to narrow gaps and support children to reach their full potential, this includes both academic and social and emotional support. Wider strategies and whole school ethos to improve children's wellbeing and build strong cultural capital and raise children's aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children's progress and attainment in Writing
2	Pupil Premium children's progress and attainment in Reading
3	Pupil Premium children's progress and attainment in Maths
4	Restricted opportunities to develop cultural capital worsened by the impact of Covid.
5	Pupils requiring social and emotional learning so that they can self-regulate and maintain presence and focus in lessons

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 children's progress and attainment in writing equal to or greater than their non-pupil premium peers.	Pupils achieve at or above national average progress scores in KS2. Pupil premium children progress equal to or greater than their non-pupil premium peers.
Pupil Premium children's progress and attainment in reading equal to or greater than their non-pupil premium peers.	Pupils achieve at or above national average progress scores in KS2. Pupil premium children progress equal to or greater than their non-pupil premium peers.
Pupil Premium children's progress and attainment in maths equal to or greater than their non-pupil premium peers.	Pupils achieve at or above national average progress scores in KS2. Pupil premium children progress equal to or greater than their non-pupil premium peers.
All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers.	Pupil voice will show an increased enjoyment and engagement of learning. Data will evidence the impact of the opportunities and experiences across the curriculum.
All children will be emotionally ready to learn and fully engaged in the curriculum.	Children, parents and staff surveys evidence positive attitudes to learning and behaviour. End of year data reflects good or better for progress vulnerable/pupil premium children.

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: £5,790.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group and individual social and emotional learning	Children's personal development and wellbeing is a school priority. Evidence links improved childhood social and emotional skills with positive outcomes at school and later life.	5
<i>Purchase of a DfE validated systematic</i>	Phonics approaches have a strong evidence that indicates a positive	2

<i>synthetic phonics programme to secure stronger phonics teaching for all pupils</i>	impact on the accuracy of word reading particularly for disadvantaged pupils.	
<i>Coordinator time – teacher release</i>	Coordinators have a good understanding of the curriculum, deepen their knowledge of the skills and progression for all pupils in the school.	1, 2, 3, 4

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

Budgeted cost: £24,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Language links</i> Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 2, 3, 5
<i>RWI catch-up sessions</i> Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2
<i>Teacher-led and CSA led interventions</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	1, 2, 3, 4, 5

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

Budgeted cost: £1,439.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Residential, trips and clubs</i></p> <p>Expose children to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge and cultural capital they need to succeed in life</p>	<p>Early years and primary school experiences, along with better home learning environments in the early years and up to the age of seven, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage. It recommends that reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages,</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>This report recommends increasing the organisational capacity of schools to support their extra-curricular provision and improve information on the availability of activities in local areas 4,5 8</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	4,5
<p>Additional welfare support for targeted families when needed</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotionallearning/</p>	4,5

Total budgeted cost: £ 31,541

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.

In 2021, we continued to build on our CPD opportunities in order to ensure that Quality First Teaching for all children was secure across our provision. This focussed strongly on identifying the needs of children as early as possible and putting appropriate intervention in place.

The Covid-19 impact has disrupted all our subject areas to varying degrees. School closures were detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions as much as they would in normal circumstances. However, commitment to maintaining a high-quality curriculum, including during periods of partial closure, via remote learning served to mitigate some of these gaps.

Attainment and progress data (July 2021 and July 2022) show that our children are making progress in line with local and national averages and above in some areas. Please see internal data on our website or available on request from school as there is no requirement to publish in July 2022 for the past academic year.

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
NONE	