

Plaxtol Primary School 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	Plaxtol Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	9%
Academic year that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	Every seasonal term
Statement authorised by	Mrs C Rowley
Pupil premium lead	Mrs C Rowley/Mrs E Benwell
Governor lead	Mrs Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6,725
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 8,725

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Plaxtol Primary School our Minerva vision is integral to our approach:

M – we use a Growth **Mindset** attitude to learning, where resilience is key.

I – we promote **independence** in both the children's learning and their approach to later life.

N – we pride ourselves on how we **nurture** the potential of every child.

E – we recognise the importance of the **environment** both on a local, national and global level.

R – we will **respect** all pupils and adults in our school and the wider community.

V – our **village** is fundamental in developing a sense of community.

A – all children, parents and staff are **aspirational** in their outlook.

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas.

The objective of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and also those children with a social worker who we deem as vulnerable to underachievement.

The focus of our approach is giving all children's access to Quality First Teaching. This is the key factor in narrowing the disadvantage attainment gap and will also benefit all children. The outcomes of our non-disadvantaged pupils' attainment should also improve alongside the disadvantaged pupils.

Our key principles are based on knowing our children really well, early intervention and providing focussed support where needed. All stakeholders take collective responsibility for disadvantaged pupils' outcomes and constantly challenge them to raise their expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our observations and assessments indicate that some of our disadvantaged children struggle to approach learning tasks independently with a lack of resilience.

2	Our internal assessments indicate that some disadvantaged children attain less well in writing than their peers at the end of KS1 and KS2.
3	Our internal assessments indicate that some disadvantaged children attain less well in reading than their peers at the end of KS1 and KS2.
4	Our observations and internal assessments indicate that the education of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind in core subjects.

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
Improved resilience in their approach to learning for all pupils and especially those who are disadvantaged.	Feedback from pupil survey and PP weekly conferencing as well as parents and teachers show increased confidence in learning and participation in enrichment activities.
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1/KS2 writing outcomes show that at least 80% of the disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils at the end of KS1/KS2	KS1/KS2 reading outcomes show that at least 80% of the disadvantaged pupils met the expected standard.
Gaps in Maths attainment are decreased at the end of KS1/KS2.	KS1/KS2 maths outcomes show that at least 80% of the disadvantaged pupils met the expected standard.

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: £ 2180

Activity	Evidence that supports this approach	Challenge number(s) addressed
ESL/MSL training Funding for teacher release time to attend training.	Strong and up to date leadership of English and Maths supports QFT across the school. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2/3/4
Purchase of reading tests for KS2 Training for staff to ensure assessments are administered correctly	Standardised tests can provide reliable insights into strengths and weaknesses of pupils to enable targeted support to raise attainment. https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	3
Music CPD funding to enhance music knowledge of music subject leader.	Music CPD links to QFT in music and teacher upskilling. https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf	1
White Rose Maths Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Maths planning from White Rose supports QFT https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Improving Mathematics in Key Stages 2 and 3	4
Doodle Maths online for home learning.	Increased support for parents at home to consolidate previous Maths learning. Improving Mathematics in Key Stages 2 and 3 https://www.doodlelearning.com/post/how-doodle-can-be-used-as-a-home-learning-solution	4
Purchase of new phonic resources to secure stronger phonics teaching for all pupils.	Phonic approaches have a strong positive impact on increasing fluency in reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3

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

Budgeted cost: £ 3950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Beanstalk reader has weekly sessions with children in Year 5/6.	Regular reading opportunities to develop fluency and comprehension also support progress in writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2/3
Small group tuition takes place weekly with children in KS1/2	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2/3/4
Specialist teacher support weekly 1-1 sessions with 3 children on the SEN register in KS2.	Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils on a one-to-one basis. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2/3
Nessy targeted spelling online resource for KS2 children.	Focussed support with spelling increases confidence and accuracy in the pupils writing. https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/	2

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

Budgeted cost: £2054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music specialist support	There is strong evidence to show that increased access to high quality music provision improves both the wellbeing and resilience of all pupils. https://www.musicmark.org.uk/resources/10-things-schools-should-know-about-learning-music/	1

	https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf	
Funding to support PP access to school residential trips in Year 5/6.	There is evidence to show that increased access to trips improves relationships and improved achievement and progress. https://www.yesfutures.org/post/2018/04/10/the-importance-of-residential-trips	1
Intensive mentoring support to help transition to Secondary School for some pupils in Year 6.	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Salus Youth Participation workshops to improve wellbeing and resilience for children in KS2.	There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

Total budgeted cost: £ 8184

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.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and they did not have access to as many targeted interventions within school. We did however, invite all PP children and those with a social worker into school as we deemed them vulnerable. Laptops were also provided to these children as needed. The use of the online portal Tapestry for online learning proved popular and easy to use for parents who found the teacher feedback especially valuable.

Our assessment and observations indicated that a decrease in resilience was especially shown by the disadvantaged pupils. A cause of concern was the poor uptake by some PP parents of the offer of a vulnerable place in school during the second lockdown.

Additional activity

Our pupil premium strategy is supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Weekly 1-1 pupil conferencing with PP pupils by the class teacher.
- Utilising a DFE grant to train a senior mental health lead. The training will help develop our understanding of our pupils' needs and give pupils a voice in how we address wellbeing.
- Disadvantaged pupils will be encouraged to take part in enrichment activities to boost wellbeing and encourage high aspirations.
- Disadvantaged pupils will be encouraged to apply for Kent Music Financial Assistance to help them with the cost of peripatetic music lessons if they wish to have them.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we held discussions with staff to discuss what activities had proved most beneficial to children in past years. We used evidence from data and book scrutiny as well as conversations with parents to further develop our plans.

We will review the pupil strategy regularly, this will include; SLT meetings with the PP governor, pupil progress meetings with staff and listening to feedback from pupil conferencing and conversations with parents.

