

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	Temple Sowerby CE Primary
Number of pupils in school	45 + 3 pre-school
Proportion (%) of pupil premium eligible pupils	8.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	Nov 21
Date on which it will be reviewed	July 22
Statement authorised by	Karl Laithwaite
Pupil premium lead	Karl Laithwaite
Governor / Trustee lead	Katie Brannen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,070
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£10,070

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also reflects wider school plans for education recovery, providing targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on ongoing assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Note: Due to the size of our school and the small number of disadvantaged pupils, there is no clear trend in terms of the challenges to achievement that these pupils face.

However, typical issues include:

Challenge number	Detail of challenge
1	Communication and language difficulties – observations and assessments have identified some gaps relating to reading comprehension and vocabulary amongst disadvantaged children
2	Gaps in learning following lockdown – national data has shown that school closures have resulted in gaps in learning and has impacted on pupil well being. Our assessments do not suggest a greater impact on disadvantaged pupils, but nonetheless
3	Lack of cultural enrichment – due to the mono-cultural nature of rural Cumbria, it is particularly important that our pupils have access to opportunities for cultural enrichment, especially those that are disadvantaged.
4	Social and emotional issues – to address the wellbeing of children following previous years' periods of lockdown

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in each year show that 100% disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in each year show that 100% disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none">• pupil and parent surveys and teacher observations• a high level of engagement in enrichment activities (including clubs and trips) among disadvantaged pupils
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils.	High attendance demonstrated by the overall absence rate for all pupils being no more than 4%, with no attendance gap between disadvantaged pupils and their non-disadvantaged peers (disadvantaged absence in 19/20 and 20/21 was less than whole school figures)

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: £2,000 (includes CPD and associated resources and supply costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To improve the quality of maths teaching and resources through the Maths Mastery Development Programme</i>	<p>Work with the North West Maths Hub to complete the Maths Mastery Development programme (Year 2) – provide CPD training opportunities for staff to develop quality of provision (White Rose, NCETM Prioritisation resources).</p> <p>Evidence from EEF suggest the Mastery learning approach has a high impact on learning: Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	2
<i>To develop our computing resources and curriculum to enhance teaching and ensure all children are fully supported, both in the classroom and in terms of remote learning.</i>	<p>Ofsted publication – What Works Well in Remote Education https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education</p> <p>EEF – using Digital Technology to Improve Learning: https://educationendowmentfoundation.org.uk/public/files/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p>	1, 2

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

Budgeted cost: £4,570 (staff costs - including 1 afternoon per week of HLTA support (£2,000) plus additional booster group work with HT)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1 to 1 intervention programmes to target standards in English (including Reading Intervention, comprehension and inference, spelling, and to prepare pupils for SATs/transition) to meet the specific targeted needs of PP pupils (as identified through assessment)	Evidence from EEF suggests that 1 to 1 and Small Group Tuition approaches have a positive impact on learning. “small group tuition has an average impact of four months’ additional progress over the course of a year...it is most likely to be effective if it is targeted at pupils’ specific needs using diagnostic assessment”	1, 2
Individual and small group work to address gaps in maths learning following lockdown (includes use of NCETM – Ready To Progress resources). Again, this includes targeting the identified needs of PP pupils (as identified through assessment). https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing access to curricular enrichment activities to promote engagement and wellbeing, including: <ul style="list-style-type: none"> - specialist instrumental music teaching, - PE enrichment – climbing, horse riding, fell walking - regular exercise using the daily mile track - broader range of after school activities – art, gardening, theatre skills, sports clubs - trips and residentials - activities, assemblies and reflection areas to promote school values (including hope, resilience and kindness) 	EEF evidence on life skills and enrichment states that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education”. It also states that evidence suggests that, they “have an identifiable and valuable impact on attitudes to learning and social relationships in school” and acknowledges that enrichment approaches can also directly improve pupils’ attainment. Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Outdoor Activities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Social and emotional learning	3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £10,070

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.

Aim 1 - To raise the attainment of those pupils entitled to Pupil Premium in reading, writing and maths.

Outcome - Although there were no National Assessments in 2020/21, internal tracking using past papers indicated both were working at or above the expected standard in reading (SS 105 and 113) and maths (SS 101 and 111), with one child working at greater depth. Both were at the expected standard in writing. One of the children was working towards the expected standard when in Year 2, indicating strong KS2 progress. Similarly, internal tracking of children in other year groups also indicates that children eligible for pupil premium continued to make good progress.

Aim 2 - To develop attendance, social skills and engagement

Outcome - a wide range of enrichment activities took place from Sept 20 to help children manage the return to school and to maintain good attendance. Examples include staff training in CDEC's Compassionate and Restorative Education programme, working with a local artist as part of a whole school art project and with Cumbria Outward Bound instructors to promote team building and outdoor education. We also worked closely with local secondary schools and supported Year 6 through the transition process (Year 6 booster club, trips to meet other Y6 children, visitors from secondaries).

Our pupil survey (May 21) indicated that 100% of children feel safe and cared for, believe the school helps them to solve friendship problems, encourages them to be kind and caring and teaches them how to behave.

Attendance improved well between 2018/19 and 2019/20 amongst children eligible for Pupil Premium (from 96.5% to 98.5%). In 2020-21, attendance of PP children was 97.8%. However, this is despite the disruption caused by Covid-19 and is still above national attendance figures and above whole school figures.

