

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	Archbishop Hutton's VC Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	25 children – 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Stuart Pugh
Pupil premium lead	Stuart Pugh
Governor / Trustee lead	Mary Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,985
Recovery premium funding allocation this academic year	£3,770
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	£45,755

Part A: Pupil premium strategy plan

Statement of intent

All children should have the opportunity to thrive in school and achieve their potential. For some children from disadvantaged backgrounds, additional care and support in school will be necessary to allow this to happen. Through a combination of enhanced support, access to wider and extra-curricular activities, family engagement and targeted learning support we aim to give disadvantaged pupils the best chance to thrive and succeed in our school, and be prepared for the transition to secondary.

We will endeavour to identify any barrier to learning for any child, including those most disadvantaged, and support them accordingly. We know that for some children, these barriers are due to emotional, behavioural or social difficulties and we meet these needs through personalised programmes.

Our strategy for developing the whole child includes offering a range of opportunities to develop skills for life. By teaching through a creative curriculum and using visitors and visits, we ensure all children develop the skills and knowledge they need to be successful.

Challenges

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

Challenge number	Detail of challenge
1	To continue to improve Quality First Teaching in all classrooms
2	To ensure relevant children receive effective and timely intervention
3	To ensure all children have opportunity to experience the wider cultural capital on offer
4	To support those children with social and emotional issues to access the full curriculum

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
Increase attainment of PP children in Reading, Writing and Maths	PP children achieve as well as non PP children. PP children make at least expected progress, from their starting points, in Reading, Writing and Maths.
All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.	Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics. CPD for teachers and TAs is relevant to the needs of the children and the support that they require.
All pupils eligible for the pupil premium without SEND will make at least expected progress in reading, writing and mathematics. Those in need of post lockdown catch up are provided with appropriate intervention.	Additional teaching assistant interventions, and one to one support in reading, writing and mathematics. CPD for teachers and TAs is relevant to the needs of the children and the support that they require.
All pupils are able to access enrichment and wider curriculum opportunities	Any additional enrichment activities are made available through reduction in payments eg for school visits and residential visits with links to the National Curriculum. Provide children with enriched opportunities to extend their understanding of the curriculum: eg – Access to musician, artist, author led activities.
To ensure the well-being needs of all pupils in receipt of PP funding are met to ensure they are ready for learning	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relevant CPD to support improvement of Quality First Teaching	Evidence shows that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1
Relevant CPD to support improvement of interventions offered within school	Evidence shows that teachers and teaching assistants providing targeted academic support, including linking structured one-to-one or small group intervention to classroom teaching impacts positively on progress	2

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

Budgeted cost: £30,000 TA Support £755 for intervention programmes and licences

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support for 1:1 and small group interventions	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement	1 2
Intervention programmes and subscriptions		2
Continue with the use of IDL as a support for pupils in need of additional input	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching and individualised learning pupil passports.	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support to ensure all pupils can access curriculum enrichment and extra-curricular opportunities	Evidence shows there is much benefit academically, for attendance and in levels of participation when children have access to curriculum enrichment.	3
2 x per year outdoor pursuits day at Borwick Hall focussed on teambuilding and collaboration. Build up confidence and resilience following recent Covid19 lockdowns etc	Outdoor activity is particularly beneficial during times of anxiety, stress, and adversity: it provides a sense of control and independence; it helps children make sense of things they find hard to understand; it supports their coping and resilience. https://schoolsweek.co.uk/outdoor-play-is-key-to-reopening-and-recovery/ https://childmind.org/article/why-kids-need-to-spend-time-in-nature/	4

Total budgeted cost: £ 45,755

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.

Because of the Covid lockdowns, the more quantitative measures of outcomes for disadvantaged children are not available from 2019 – 2021. These include attendance figures and results in standardised testing. Additionally, also a result of Covid, the Strategy itself required significant modification.

During lockdown, the whole school team worked to track and support those disadvantaged children who were less engaged with home learning. This included provision of IT equipment, individualised learning and small group or individual remote video learning.

In addition, groups of children identified as being at risk of falling behind during lockdown took part in remote 'keep-up' interventions. Following the re-opening of school, the children identified as having being most impacted by lockdown received priority support in school.

Our assessments showed that although Reading remained strong throughout school, writing was an area for development across school and maths was for our disadvantaged children.

We needed to spend the majority of our PPG on TAs to ensure each class had the appropriate support whilst in bubbles. Moving forward, we saw the need for a learning mentor to work with our most vulnerable children.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.