



Church Eaton Primary School

Pupil premium strategy statement 2021/22

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	Church Eaton Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Tim Edwards
Pupil premium lead	Simon Shaw
Governor / Trustee lead	Julie Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,485
Recovery premium funding allocation this academic year	£2,465
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	£27,950

Part A: Pupil premium strategy plan

Statement of intent

At Church Eaton we are committed to ensuring that:

- *What are your ultimate objectives for your disadvantaged pupils?*
To ensure that all disadvantaged pupils make accelerated progress and the gap between PP and Non PP is reduced. To increase confidence and resilience by address pupil's social, emotional and well-being needs.(evidence plan)
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
The current pupil premium strategy is working on addressing the gaps between pupil premium and non-pupil premium pupils.
- *What are the key principles of your strategy plan?*
**To ensure that social, emotional and well-being needs are addressed
To ensure the gap between PP and Non PP is reduced
To develop positive relationships between staff, pupils and parents
To ensure quality first teaching.
To increase pupil attendance so it is in line with non-pupil premium pupils.**

Challenges

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

Challenge number	Detail of challenge
1	Learning walks, data analysis and pupil discussions have identified that many PP children are exhibiting social, emotional and well-being needs .
2	Anxiety issues identified through learning walks, data analysis and pupil discussions.
3	Confidence issues identified through learning walks, data analysis and pupil discussions.
4	The triangulation of data has highlighted that the Covid 19 Pandemic and school closure has resulted in a reduction in the level of pupil resilience .
5	The Attendance of Pupil Premium pupils (94.7%) is lower than Non pupil Premium Pupils (96.5%)

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
To improved social and emotional health and well-being. This will be monitored through case studies for each individual in termly pupil progress discussions.	The social and emotional health and wellbeing of individuals is enhanced. This will be demonstrated through positive case study findings and improving attendance.
To reduce pupil premium pupils levels of anxiety towards learning. This will be monitored by learning walks, pupil discussions and staff discussions.	Pupils are showing reduced levels of anxiety towards learning and have developed positive relationships. This will be evidenced through pupil questionnaires.
To further develop pupil's confidence towards learning. This will be monitored by learning walks, pupil discussions and staff discussions.	Pupils show a positive attitude towards learning and exhibit high levels of confidence. This will be shown through pupil questionnaires.
To increase pupil resilience towards learning. This will be monitored by learning walks, pupil discussions and staff discussions.	Pupils are increasingly independent and have increased levels of resilience. This will be evidenced by the triangulation of learning walks, pupil discussions and staff discussions.
To ensure pupil premium children make at least expected progress from their starting points. The progress of each individual reviewed in termly pupil progress discussions.	Pupil premium children are make at least expected progress in reading, writing and mathematics. This will be demonstrated through pupil progress discussions.
Pupil premium children are making good progress in relation to non-pupil premium children. This will be measured through at least half termly review of targets set in IEP documentation.	Pupil premium children are making good progress. This will be demonstrated through small step targets set in IEPs.

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

Budgeted cost: £7,642.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a recovery and catch-up curriculum.	Development of recovery and catch up curriculum implemented throughout school. Pupil questionnaires showing improving attitude towards learning and increased resilience. The gap between PP and non PP is reduced.	1,2,3,4 and 5
<i>Engagement with Maths Hub – Maths mastery project</i>	PP children making better than expected progress with Maths. The gap between PP and non PP is reduced.	2,3 and 4
<i>English Writing – The Write Stuff</i>	PP pupils making better than expected progress with writing. The gap between PP and non PP is reduced.	2,3 and 4
<i>Development of whole school approach to Systematic Phonic and reading.</i>	PP pupils making better than expected progress with reading. The gap between PP and non PP is reduced.	2,3 and 4
<i>Implementation of the Chuckles Emotional Literacy Project.</i>	PP pupils show improving attitude towards learning and increased confidence and resilience.	1,2,3 and 4

Targeted academic support

Budgeted cost: £ 13,774.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group intervention</i>	PP children making better than expected progress with Reading, Writing and Maths. The gap between PP and non PP is reduced.	1,2,3,4 and 5
<i>Targeted one to one interventions</i>	PP children making better than expected progress with Reading, Writing and Maths. The gap between PP and non PP is reduced.	1,2,3,4 and 5

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

Budgeted cost: £6,533

Activity	Evidence that supports this approach	Challenge number(s) addressed
Happy to be me programme delivered to address social and emotional Wellbeing issues	Learning walks, pupil discussions and questionnaires identifying attitude towards learning is improving. Internal data show that the pupil's social, emotional, and wellbeing needs are being met. The children are showing reduced levels of anxiety towards their learning. Pupils are demonstrating increasing levels of confidence and resilience. PP pupil's attendance is in line with non PP.	1,2,3,4 and 5
Implementation of Chuckles project. Emotional Literacy	Learning walks, pupil discussions and questionnaires identifying attitude towards learning is improving. Internal data show that the pupil's social, emotional, and wellbeing needs are being met. The children are showing reduced levels of anxiety towards their learning. Pupils are demonstrating increasing levels of confidence and resilience. PP pupil's attendance is in line with non PP.	1,2,3,4 and 5

Total budgeted cost: £27,950

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

1. Focussed intervention, support and individualised teaching was implemented to address misconceptions, gaps and weaknesses in English. Individual pupils were shown to be making at least expected progress in Writing, Reading and SPAG. The success criteria was met with the majority of pupils making expected progress in Writing, Reading and SPAG.
2. Individual pupils were shown to be making at least expected or better than expected progress in Maths. Individualised maths support focuses and intervention were implemented to address misconceptions and develop confidence. This success criteria was met with pupils making at least expected progress in Maths.
3. Individual pupil's Emotional Health and Welfare needs were met through focussed support to develop children's self-confidence and ability to deal with potentially difficult situations. Enhance learning behaviours where required. This success criteria was met with pupils developing increased self-confidence and the ability to deal with potentially difficult situations.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Programme	Provider
NA	

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?	The service pupil premium was used to fund additional support within the class setting.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of the spending was to ensure that accelerated progress was made in Reading, Writing and Maths.

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.

The number of pupils in each year group is very small, with no more than 14 in any year group. Attainment data is therefore not statistically significant. The attainment and progress of each individual pupil is tracked through internal school data records.