

Pupil Premium Strategy Statement – Academic Year 2021-2022

| 1. Summary information | | | | | |
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| School | Pimperne CE C Primary School | | | | |
| Academic Year | 2021-2022 | Total PP budget | £22,580 | Date of most recent PP Review | 9/21 |
| Total number of pupils | 189 | Number of pupils eligible for PP (Dis +Ever6 / Service/PLAC) | 26 | Date for next internal review of this strategy | 9/22 |

| 2. Current attainment – KS2 SATs (2018-2019) (2020-2021 data has been shown in red but is Teacher Assessed) | | |
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| | <i>Pupils eligible for PP (your school) Provisional Data</i> | <i>Pupils not eligible for PP (national average) Provisional Data</i> |
| % achieving expected standard or above in combined Reading, Writing & Maths | 100% 67% (R-100% / W&M 67%) | School 88% National 65% School 92% National 65% |
| % making expected progress in reading | % Progress +2.3 + | School 94% National 73% School 96% National 73% |
| % making expected progress in writing | % Progress +5.8 + | School 91% National 78% School 92% National 78% |
| % making expected progress in mathematics | % Progress +5.2 + | School 97% National 79% School 96% National 78% |
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3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

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| A. | <p>From January 2021 until March 2021 children lost a further 3 months of schooling due to COVID-19. As a result, the return to school has seen that some eligible pupils exhibit dysregulation, low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement and disengagement.</p> <p>Challenges are observed in the children's ability to act within a sociably acceptable boundary, respond to peers or adults appropriately, recognise their own feelings and be able to self-regulate. Some of this may stem from an over-reliance on adults, some children having been exposed to constant 1:1 with adults.</p> |
| B. | <p>Time out of social situations has created or widened a void in language. Both the ability to use speech to communicate effectively without need for physical reaction as well as a deficit in understanding and using sentences correctly. Many younger children are demonstrating behaviours associated with younger stages of development.</p> <p>Some children have had a negative or stressful experience at home or between home and school. School during lockdown had 50% of the usual school population (or less) and where some children benefitted from this environment, adjusting back to full classes has presented real challenge.</p> |
| C. | <p>Time out of school has had a significant impact on writing including physical stamina, length of time that focus may be sustained for, lack of interest or self-belief that the quantity and quality can be achieved.</p> <p>Some eligible (and many other) pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement.</p> |

| Additional barriers | | |
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| D. | <p>Children have had adverse experiences during the period of COVID-19, some family circumstances have changes and financial and mental health challenges within the home have affected the ‘typical’ family set-up, leaving families vulnerable and/or a lack of capacity (including emotional) to support their child/children effectively.</p> <p>Social, Emotional and Mental Health difficulties within families including children, resulting in the need for support, adaptations and time. School has missed out on opportunities to welcome families to the school and engage them in parent workshops that support the understanding of our inclusive school and the typical expectations of children as they move through stages of development, learning and adjusting to their peers.</p> | |
| 4. Intended outcomes | | Success criteria |
| A. | <p><i>We aim to:</i></p> <p><i>Support children who have returned to school and are finding it challenging (as a result of being out of school for the COVID period).</i></p> <p><i>Learning will be secondary to ‘settling and welfare’.</i></p> <p><i>Our curriculum will be reduced to form a ‘key learning’ curriculum across the subjects and across the year groups. However, our curriculum will remain broad and balanced with lots of opportunities for engagement.</i></p> <p><i>Review our behaviour policy in light of COVID and the disruption that has led to dysregulation among many younger children.</i></p> | <ul style="list-style-type: none"> ✓ <i>Early Identification of needs</i> ✓ <i>ELSA support or Time to Talk or Narrative Therapy interventions show identified improvements in emotional or social development</i> ✓ <i>Families use Parent Support service and successful feedback given to concerns raised</i> ✓ <i>Trauma Informed Schools approach in place across the school, children knowing adults are there for them to talk to</i> ✓ <i>Referrals to Family Partnership Zone and/or School Health Service prove useful and begin to make a difference to families</i> ✓ <i>Tracking individuals shows progress in specific areas of need</i> ✓ <i>One Page Pupil Profiles revised termly, specifying impact of provision, shared with parents/carers</i> ✓ <i>Individualised plans – reducing escalations in behaviours</i> ✓ <i>Staff Trained in Mental health awareness</i> ✓ <i>Staff Trained in Mental Health First Aid</i> ✓ <i>Staff Trained in Trauma Informed Schools</i> ✓ <i>Staff Training in Advanced Attachment Friendly Schools</i> |

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| | | <ul style="list-style-type: none"> ✓ Bespoke support of ELSA programmes show progress (through assessment) in specific identified aspect ✓ Bespoke support from identified Champion staff member ✓ Positive Behaviour Management Strategies are clearly identified with children, parents and staff teams – ensuring consistency (in line with new policy) ✓ Relationships Policy in place for all staff ✓ Involving Parents/Families in settling children into expectations and routines |
| B. | <p><i>We aim to:</i></p> <p><i>Talk! Build up speech and vocabulary into our curriculum. Focus on language and roleplay, teaching scripts (where necessary) for social interactions.</i></p> <p><i>Ensure parents and home are engaged with the learning offer each term. Focus on how discussion can promote language and vocabulary.</i></p> | <ul style="list-style-type: none"> ✓ Complete SALT assessments and therapy practice ✓ Engage SALT practitioners without haste ✓ Work with home on small specific targets ✓ Target individuals who need additional support in language and social experiences. ✓ Foster group work situations where there are good role models ✓ Read and share stories, focus on vocabulary and language explanations. |
| C. | <p><i>We aim to:</i></p> <p><i>Develop stamina and focus and awareness of children's success around writing.</i></p> <p><i>Build in clear purpose for writing into our curriculum.</i></p> | <ul style="list-style-type: none"> ✓ One Page Profiles signify positive change over time ✓ Children attain in line with peers in identified areas by the end of Key Stage 1 ✓ Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence) ✓ Home Learning supported by school and/or within school ✓ Provision of text books (y6/y2) to support parent to engage with home learning |

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| D. | <p><i>We aim to:</i></p> <p><i>Offer support to families to improve relationships within the family unit and increase awareness of strategies to help their child(ren) succeed.</i></p> | <ul style="list-style-type: none"> ✓ <i>Parental Support advertised to families, including partnership with local Health and Family Partnership Services</i> ✓ <i>Support accessed for funding for uniform, PE kit, educational visits, equipment and recorded amongst Termly Provision Overview (dependent on assessment of all requirements)</i> ✓ <i>Families accessing Parent Support Worker for further information of support services available eg Foodbank, Financial advice and information</i> ✓ <i>Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc</i> ✓ <i>Home / School Partnership to be fostered</i> ✓ <i>Termly offer of extra-curricular activities</i> |
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5. Planned expenditure

Academic year

2021-2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---------------------|---|--|---|---|--|
| Quality First Teach | <ul style="list-style-type: none"> * Use of 'Switched On' to grow resilience and confidence to learn from mistakes * Deployment of PP Champions to listen to individual concerns and successes * ELSA / TIS provision to support skill acquisition and/or social, emotional mental health *Trauma Informed Schools Approach by all staff *Writing progress improving | <p>Pupils often appear less resilient and not wanting to take learning risks for fear of being wrong</p> <p>Whole class teaching will focus specifically on the needs of these pupils as often as possible</p> <p>Targeted pre and/or post teach sessions will be a priority for these pupils</p> <p>Targeted conversations around aspirations and/or personal barriers will be explored by nominated Champions</p> <p>Bespoke ELSA/TIS foci will be established and a quantifiable measure set in place alongside a programme of support / learning</p> <p>EEF report shows that social / emotional interventions impact on raising standards</p> <p>Writing standards are typically not secure until Years 5/6, less so since COVID-19</p> | <p>Inclusion of PP pupils in book scrutinies, lesson observations and drop ins across whole school</p> <p>monitoring will continue</p> <p>PP Champions will feedback regularly to the class teach and/or Head with suggested support</p> <p>ELSA / TIS will measure the success and impact of the intervention</p> <p>Use of PP One Page Profiles</p> <p>Impact of termly provision for PP discussed at Pupil Progress meetings</p> <p>Staff look into common themes in barriers for writing and how they are overcome.</p> | <p>Headteacher, Champions, Leadership Team, ELSA support Assistant, SENDCo English Lead</p> | <p>Interim Monitoring Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review July 2022</p> <p>Governor/Head PP Visits</p> <p>Staff Meeting time termly</p> |

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| Family Support | <p>*Family Support Worker in place to offer guidance and signposting to external services</p> <p>* Working in close partnership with Health and Family Services to provide the best possible support for families</p> <p>*Improved Home support for children</p> <p>*Parent Workshops for Reception and KS1 Parents</p> <p>*Text books (CGP) to support parents to engage with KS2/Y6 SATs and KS1 Y2)</p> | <p>Many families feel the need for support but are unsure as to where to go</p> <p>Family financial or health restraints impact on pupils social, emotional development and learning</p> <p>A number of pupils are less supported by home in learning tasks owing to lack of capacity and/or lack of engagement</p> <p>Bespoke home learning activities from Class teams</p> <p>Parent Support Worker running initial parent workshops to develop relationships between school and home and help address the 'typical' concerns that parents have with young children as well as how school can help.</p> <p>*Benefits in supporting home learning and revision</p> | <p>Monthly meetings between SENDCo, Head, PP Lead and Family Support Lead to ensure sharing of knowledge and support on offer</p> <p>Records evidence use of Family Support Service and actions / impact achieved</p> <p>Completion of key homework tasks given time in school / after school</p> <p>Year 6 teacher explains the use of books on loan (Paid for if damaged/not returned)</p> | <p>Headteacher, Leadership Team, ELSA support Assistant, TIS team</p> <p>SENDCo, Class Teachers</p> <p>Y6 teacher</p> <p>Y2 teachers</p> | <p>Interim Monitoring Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review July 2022</p> |
| Total budgeted cost | | | | | £19,500 |

| ii. Targeted support | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Early assessment of needs, targeted and timely support | <ul style="list-style-type: none"> * Improved communication, social and emotional understanding across school * Improved confidence, self esteem * Effectively address gaps in learning or development through interventions * Use of TIS to improve pupils understanding of concentration/ improve attitude and learning habits | <p>Children returning to school with below expected skill acquisition form barriers to learning and do not make the same progress as peers</p> <p>Children lack resilience and need opportunities to do things for themselves at an early age</p> <p>Children joining the school mid-year, especially in KS2, have gaps in understanding / knowledge particularly within Maths and English</p> <p>Underachievement of pupils who are experiencing emotional barriers themselves or through family / parent difficulties needing support in aspects of mental health in order to be able to commit to learning</p> | <p>Progress of plans in place eg SALT plan, assessments</p> <p>Teacher Assessment over time, individuals tracked by objective</p> <p>PSP, Reduced timetable effective? Review</p> <p>Half termly monitoring of identified pupils</p> <p>ELSA/TIS programme assessments and Class teacher feedback and use of Motional tool</p> <p>Books to show pre/post teach and clarity of marking shows success of support</p> | Headteacher, Leadership Team, ELSA support Assistant, TIS team SENDCo, Class Teachers | <p>Interim Monitoring Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review July 2022</p> |
| Total budgeted cost | | | | | £5,000 |
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| iii. Other approaches | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Curriculum | <ul style="list-style-type: none"> * Ensure access to a range of curricular and extra-curricular activities * Use of Wrap Around Provision * Provide necessary equipment so that all identified pupils can access the curriculum | <p>Some children do not have access to a full range of activities due to family circumstances</p> <p>Some pupils do not have access to computers for online learning platforms or would benefit from specific software to increase progress in learning</p> <p>Some children would benefit from Breakfast Club or After School Club where they could be supported in home learning tasks</p> <p>Some children are not equipped with the basics to enable them to take active part in PE etc</p> | <p>PP champions monitor the range of activities children do outside of school and what they would like to do</p> <p>Class teachers identify and request resources for identified pupils</p> <p>Children identified by class teachers as needing software for spellings etc to encourage home learning tasks</p> | | <p>Interim Monitoring Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review April 2022</p> |
| Total budgeted cost | | | | | £3,500 |
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6. Additional detail

Breakdown of Pupil Premium Spending 2021-2022

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| ELSA | £3,200 |
| Trauma Informed Schools Support | £8,000 |
| Staff Supervision | £3,000 |
| Time To Talk | £2,000 |
| Pupil Premium Champions | £1,000 |
| Wrap Around Care Provision | £2,500 |
| Extra-Curricular Activities Support | £1,250 |
| Physical Support eg uniforms, milk, equipment | £750 |
| Family Support Facilitator eg access to external services | £6,000 |
| Staff CPD | £3,500 |
| Curriculum Enrichment Opportunities eg theatre, climbing, dance | £1000 |
| Intervention Support | £6,500 |
| Home Support | £4,000 |
| Pupil Premium Lead and time to execute role | £500 |

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| Total | £42,200 |
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7. Review of expenditure for 2018-2019 Pupil Premium Strategy

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| Previous Academic Year | 2020-2021 (Please see separate Pupil Premium Impact Report for 2020-2021 on the website) |
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