**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 | Littletown Primary Academy |
| Number of pupils in school | 422 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by |  |
| Pupil premium lead | Liane Childs |
| Governor / Trustee lead | Michelle Ings  |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £ 84,250 |
| Recovery premium funding allocation this academic year | £ 6,815 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 10,520 - due to COVID |
| **Total budget for this academic year** | £101,585 |

| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | N/A |
| --- | --- |

**Part A: Pupil premium strategy plan**

**Statement of intent**

| We continue to use pupil premium funding to combine specific targeted strategies for disadvantaged pupil groups and individuals, especially in the midst of learning recovery due to Covid-19, with part subsidy of highly impactful whole school approaches which increase academic progress and wellbeing for all children including the disadvantaged. The ultimate aim is that disadvantaged pupils, like all pupils, attend well, enjoy school and make excellent progress across the curriculum whilst gaining enrichment and additional opportunities bespoke to their needs. Key principles of high quality curriculum resources and learning vehicles, quality first teaching delivered by excellent teachers and support staff within our core school values give our disadvantaged pupils the best chance to succeed across the curriculum and in wider school life.  |
| --- |

**Challenges**

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | **Learning needs and Progress gain** - With a focus on recovering children’s attainment through Tutoring, Pupil Conferencing, increased in school technology and additional TA support in year 6 SATS year and increased speech and Language intervention in the Early Years.  |
| 2 | **Supporting parents** - Focus on rebuilding parental engagement |
| 3 | **Physical readiness to learn** - focus on recovering the attendance of those children who are persistently absent and below 85%. |
| 4 | **Self-esteem and self self-belief -** with a focus on rebuilding the Mental wellbeing of PP pupils through the delivery of aspirational visits. |
| 5 | **Pupils safety - Physical and emotional Security and Stability** - with a focus on Emotional and behaviour strategies/ interventions in order for pupils to participate in school routines. |

**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 (list and measurement)** |
| --- | --- |
| Increase in Attainment (progress gains). | Monitored through termly data conversations and SIM updates. Children will increase their attainment from just below ARE to At or Above ARE through: -Additional weekly tutoring with focused groups, 1:1 pupil conferencing, additional TA support in Year 6In the Early Years, the procurement of Well Comm for Nursery early speech support and an additional adult to deliver and monitor Speech and Language Link in Reception. Currently 41% of Reception are below ( with 6% of these working at 0-3 years). Projected attainment to 94% AT ARE  |
| Rebuilding parent engagement  | -Timid to Tiger offered to targeted parents (Autumn Term) and Course undertaken over the Spring and Summer Terms. Evaluations will evidence the progress and support given to parents.-Availability of Pastoral Lead to speak with parents and offer parent courses and additional support. |
| Improving Attendance  | -Children with attendance of below 85% will increase to school overall attendance of 95-97%.- The monitoring and support offered to families from the EWO will ensure an increase in attendance.- The offer of Breakfast and Afterschool club will ensure an increase in attendance as well as improvement in class attainment and behaviour as children will be present at the start of all lessons.  |
| Improving mental wellbeing and behaviour of pupils | Children from prior s academic year who required Thrive and Nurture support will be assessed via the Boxall.-Children’s attainment will improve as behaviour in the classroom will settle through 1:1 nurture and lunchclub attendance.  |

**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: **£ 2,238**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| **The National College** Offsetting multiple years of little pedagogical external CPD* Linked to staff appraisal
 | https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/***‘CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment’.*** | 1 |

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

Budgeted cost: **£44, 485**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| **Power Maths – to improve progress and attainment rates in all PP pupils in Maths** Children make increased progress in Maths through responding to increased challenges. More children achieving GD by the end of KS1/2 | <https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html?tab=is-it-for-me%253F> ***Power Maths is built on a world‑class and unique mastery teaching model created by leading educational experts from the UK and China.******Built around a child‑centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts*** | 1 |
| **Continued use of Accelerated Reading approach comprehension -** Reading comprehension levels improved and progress increased. More children achieve ARE or GD by the end of KS1/2. | Sutton Trust: ***“For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation”.*** | 1 |
| **Cornerstones Curriculum** - Children continue to express an increased enjoyment and engagement in their learning, | The impact it has had last academic year has proved that it has improved outcomes across the curriculum. Express events have also proven to be successful in demonstrating the learning and enjoyment to parents and carers  | 1 |
| **Lexia -** Children’s gaps in reading/comprehension will be identified and a programme of personalized intervention will be generated. More children will be achieving their expected targets. | Sutton Trust:***“For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation”*** | 1 |
| **Teaching Assistants for 1:1 teaching and groups:** More TA’s deployed and used to effectively deliver support and interventions in year 6 in the afternoons. This will have a positive impact on the attainment for targeted children. | Sutton Trust:***“Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver”*** | 1 |
| **Speech and language intervention – using Speech Link in Reception and WellComm in Nursery.** Children make progress towards achieving their targets through the employment of a TA to deliver 1:1 SALT intervention  | Recommended by Speech and Language Therapist.Sutton Trust: EEF toolkit***The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year.******The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one to-one also have larger impacts.*** | 1 |
| **Homework club Year 6 – Maths reasoning and arithmetic and Reading club** Targeted children make progress towards achieving their targets.This has been a successful approach in the academic year 2019/2020 particularly for children who regularly fail to complete their homework at home. | Sutton Trust - EEF Toolkit:***Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.***Feedback will be verbal and instant. | 1 |
| **Year 1 and 2 Phonics booster -** Children will make progress towards achieving their targets and passing the year 1 phonics test. | Sutton Trust: EEF Tool kit ***Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read.*** | 1 |
| **National Tutoring Programme**Aimed at children Just below ARE | The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. [Evidence](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/) (Sutton Trust EEF toolkit) shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress. | 1 |

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

Budgeted cost: **£;54,862**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| **Pastoral Support Team – to provide a drop in service for parents to engage with Pastoral Manager** Empower parents to be able to support their children with key learning. Relationships with school and family developed and improved. | Sutton Trust:***‘The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes’.*** | 2 |
| **Parental Support - for targeted parents – Parent workshops****(Repeated course) including Timid to Tiger -** Parenting skills and approaches for children has improved.Parents feel empowered to be able to support their children at home. | Some Disadvantaged children were struggling to engage with school work due to a number of home factors such as; poor diet, poor hygiene, communication skills. Extend schools provision and a subsidised Holiday club will be on offer for targeted parents“***Timid to Tiger is an entirely parenting-based approach to managing anxiety in children aged nine years or below. It is based on evidence that anxious children benefit substantially from a parenting style that is clear, calm and consistent”*** The Mental Elf – evidence based community. | 2 |
| **Attendance:** **Provision of an EWO - will provide data review. attendance operation and procedure reviews and 2 x one hour review sessions****Improving Attendance through the provision of subsidised Littletown Laurels Breakfast or Afterschool club** Attendance and punctuality improved.Access to education improved.Better results for those underachieving due to poor attendance.  | Rapid evidence assessment on attendance interventions for school aged pupils EEF: ***Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.*** DFE report evidence: ‘There is a clear link between poor attendance at school and lower academic achievement’ | 3 |
| **Subsidised school uniform including the replacement of book bag for targeted PP children -** Children are dressed appropriately for school and for all weathers. Children have a book bag and access to a reading book at home and at school daily. | Children are coming to school without appropriate uniform or school shoes. Some children are feeling different to their peers and this can distract them from their learning.Children without book bags are not reading at home and this is having a direct impact on their reading attainment. | 3 |
| **Support for Music Tuition for FSM disadvantaged children** **-** By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy. | By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy | 4 |
| **Targeted FSM disadvantaged and Young carer children to take part in Termly Aspirational visits. To include additional time for PP champion per week.** | Targeted children will widen their life experiences and their aspirations ‘We want to produce people who can confidently and competently find their place in the world; people who have aspirations and the tools to achieve them. -Daniel Sobol. | 4 |
| **Subsidised educational trips and visits**Year 4 and Year 6 residential **for FSM disadvantaged children**Children participate fully in all school educational visits and trips. | Charging and remissions policy (Review June 2018)***“When parents are informed about a forthcoming visit, it will be made clear that parents who can prove they are in receipt of any of the following benefits will be exempt from paying the cost of board and lodging.******The governors have agreed that children who are not covered by the Remissions Policy above may be subsidised in accordance with need as identified by the HT, so no child is discriminated against”*** | 4 |
| **Access to increased technology for in school learning learning -**Chromebook per child for all children Y2 - Y6 for continual availability/learning immersion | **Sutton Trust states:****‘*There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners’*** | 1 |
| **Pupil Conferencing - Catch up conversations with children identified as most in need of 1:1 time with class teacher****Each teacher released for ½ hour every fortnight. (three times a half term)** | ASPIRE - Closing the Gap Rubric - **Dimension #2 Teaching A personal Accountability** teachers take personal accountability for the progress and attainment of the disadvantaged learners; including the transfer of skills between additional activities and ongoing class learning.Sutton Trust EEF Toolkit: One to One Tuition ***One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.*** | 1 |
| **Provision of Young Carers** (1/6 PP Child) **Provision of Little Troopers Group for Military children.** (100% 1 - PP children)  | Young carers have opportunities to talk about their home situation. Where appropriate New referrals to be made to DYC Improved Mental health of Targeted groups. (SDP - Mental Health strategy) Improved emotional wellbeing and self-esteem of targeted children.**“Young Carers experience particular challenges that impact on their capacity to achieve and enjoy their time at school**” ‘Carers Trust’***‘Military children - anxiety can lead to disrupted learning and this is especially relevant if parents are deployed’.******Daniel Sobol*** | 5 |
| **Emotional Support – Continuing with the ‘Bohxall profile’ – -** Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning. | **Sutton Trust**:***“On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.******SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils”.***Recommended by Graham Fisher from the Behaviour support team | 5 |
| **To provide a lunch club to support behaviour and relationship building** Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning. |  | 5 |

**Total budgeted cost: £ 101,585**

**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.**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**

*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.* |
| --- |