

Pupil premium & Recovery funding strategy statement

This statement details Speen CE School's use of pupil premium funding (and recovery/catch up funding) to help improve the attainment of our disadvantaged pupils and those who have been impacted by not being at school every day during the covid-19 pandemic.

It outlines our strategy for how we intend to spend the funding in this academic year and the effect that last year's spending of funding had within our school.

School overview

Detail	Data
School name	Speen CE School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	0.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2021 – July 2023
Date this statement was published	July 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Mrs J Coles
Pupil premium lead	Mrs J Coles
Governor / Trustee lead	Mr P Oborn

Funding overview

Detail	Amount	
Pupil premium funding allocation this academic year	£1,100	
Recovery premium funding allocation this academic year	£773.50	£902.50
Recovery funding for Summer 2021	£129	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for the period from April 2021	£2,002.50	

Part A: Pupil premium & recovery strategy plan

Statement of intent

At Speen CE School, we hold high expectations for our pupils and wish to use all available resources to help them reach their full potential.

The Pupil Premium Grant (PPG) was created by the government to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for looked after children (or previously looked after)
- Supporting pupils with parents in the armed forces.

They have also given additional funding through the covid recovery premium to support closing any gaps in pupils' learning and attainment caused by the pandemic disruption to schooling.

Objectives

- i. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- ii. To narrow gaps between the educational achievement of these pupils and their peers.
- iii. To address any underlying inequalities between pupils, as far as possible.
- iv. To work in partnership with the parents/carers of pupils to secure success for these pupils.
- v. To boost pupils whose learning and attainment have been impacted by the changes in schooling caused by the pandemic over the last 18 months.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils, or those who have been impacted from the pandemic.

Challenge number	Detail of challenge
1	Some pupils writing standards have not progressed as much as they would have done, had they been at school every day during 2020-21
2	Some pupils have gaps in their Maths knowledge, due to the various changes from in-school learning to learning at home.
3	Some pupils and their families have been emotionally impacted by the 18 month pandemic crisis which significantly changed their day to day routines. Some pupils' have much reduced levels of resilience and increased levels of dependence, which impacts upon their learning.

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 by July 2022	Success criteria
The quality of pupils' writing meets national expectations for their age.	Pupils have a greater stamina for extended writing and are meeting their potential.
Identified gap areas in pupils' Maths knowledge have been closed.	Pupils can confidently respond to questions on a range of topics within their year group curriculum due to having the right level of knowledge.
Pupils' well-being has improved, with increased levels of resilience and independence.	<p>Pupils are able to identify which zone of regulation they are in and use strategies to move towards the green zone.</p> <p>Pupils who need emotional support have the confidence to approach a member of staff for support.</p> <p>Pupils' self-esteem has increased and anxiety levels decreased.</p> <p>Beginning of year scores on the Leuven scale have improved by July 22.</p> <p>This last objective also included the emotional well-being of those receiving pupil premium funding.</p>

Activity since Spring 2021

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

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

Budgeted cost: £3,667.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>i. Booster group for 3 YR pupils, to close the phonics gap which exists between them and their peers</p> <p>ii. TA targeted support for Year 1 Literacy 3x a week, to enable class to work in two</p>		1

smaller Read, Write Inc groups. This also enables the Year 2 pupils to work as a smaller group with the class teacher to boost their phonics and writing skills.	Smaller groups and greater access to a trained member of staff for younger pupils, enables increased opportunities for 1-1 support, monitoring of needs and development of skills.	
Daily TA support in KS1 Maths, to enable work in separate year groups and smaller groups.		2

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £126

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff positive behaviour training	When children learn to understand and are equipped with skills to manage their own behaviour, poor behaviour decreases and there is increased focus on learning.	3

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

Budgeted cost: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support for pupils in need of emotional support	Pupils will be in a better place for learning if their emotional well-being is improved.	3
Increased planning of lessons where pupils can develop relationships and collaboration skills.		

Total budgeted cost: £ 4,243.50 (£902 received)

Part B: Pupil premium & recovery strategy outcomes

This details the impact that our pupil premium and recovery funding activity had on pupils from April 2021 to July 2022.

TA support (1.25hrs a week), enabled small group boosting for three targeted pupils. By the end of the booster sessions, all three children had improved blending skills and were ready for the next stage of phonics teaching with their peers.

TA support in Maths lessons closed knowledge gaps caused by interrupted learning during pandemic.

Music therapy assessment ascertained the needs of the school's pupil premium pupils.

Theraplay sessions developed the emotional and social difficulties of pupils affected by trauma. Pupils now able to identify when they have moved into the red zone of regulation and to explain their feelings instead of responding incoherently.

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
<i>Step On training (for positive behaviour management and de-escalation)</i>	<i>Norfolk via Ethical Leadership trainer</i>