

# Pikemere 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	Pikemere School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gemma Reynolds
Pupil premium lead	Caroline Stannard
Governor / Trustee lead	Helen Morris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,588
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,778



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Pikemere Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Pikemere Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support where needed.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Enable our more disadvantaged pupils to make good- if not better- progress than their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience

- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Prepare our children fully for their next stage of schooling

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide quality first teaching in all core subject areas for all children, but especially the lowest 20%, to make good or better progress
- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Identify each child's barriers to learning, and explore research and evidence to support decisions for specific interventions/strategies
- Provide targeted intervention and support to quickly address identified gaps in learning- including the use of small group work and 1:1 tuition
- Regularly check children's progress, and adapt interventions if necessary
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

### **Key Principles:**

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data
- Class teachers will identify specific intervention needs and support for individual pupils which will be reviewed at least termly
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults
- The principles of our strategy are a golden thread that run through our whole school ethos. We hope that there will be a ripple effect for all children in our school

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Poor language and communication skills including use and understanding of vocabulary withing Key Stage 1
2	Low attainment in reading in Key Stage 1
3	Poor learning behaviours which hamper progress of individuals
4	Social and emotional and mental health issues
5	Low attainment in maths in Key Stage 2

## 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 raise standards through quality first teaching and targeted interventions in all core subject areas in all children but especially the lowest 20%, to make good or better progress.	Achieve age related expectations or higher by the end of KS2.
To enable children to access our broad and balanced vocabulary-rich curriculum.	Pupils are engaged in lessons. Work shows a good understanding of the concepts and themes covered within all subjects.
To ensure that our pupil premium pupils grow into responsible and respectful citizens.	Low levels of poor behaviour. Pupils show courteous and kind behaviour to all members of our school community
All pupils are able to demonstrate positive learning behaviours and self-regulation strategies in order to successfully access the curriculum.	Teachers' assessments will show a positive improvement in individual's learning behaviours. Learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.  Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'  Support staff are used effectively to challenge and guide children without creating an over reliance on adult support

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development. Subject leaders identify key vocabulary for each unit of work to build on children's prior learning.	'Closing the Vocabulary Gap' 'Bringing Words to Life' Isabel Beck Chris Quigley: Infusing Vocabulary 'Bringing Words to Life' I Beck	1
CPD around developing vocabulary	EEF: Teaching Assist Interventions +4 months Reading Comprehension Strategies +6 months Feedback +6 months	1,2
Phonics /Reading		1,2
Reading for Pleasure ethos to be embedded throughout school		1,2,3,4
QFT strategies for supporting all pupils-feedback		1,2,5
CPD to upskill teachers to develop pedagogical knowledge and understanding of how to use a range of assessment tools accurately to effectively identify barriers to learning.		Individualised Instruction +4 months Teaching Assist Interventions +4 months Mastery Learning +5 months
PP Lead to support class teachers to use a range of strategies (e.g. book scrutiny/ pupil observation/ pupil voice etc) to identify barriers to learning and progress.		1,2,3,5
CPD for all Staff in how to deliver QFT and interventions for PP children. Inc. ECT		1,2,5
CPD to develop the PP Lead's role in school	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring to support gaps in learning in maths for KS2 children	<b>Evidence from Education Endowment Foundation – Teaching and Learning:</b> Collaborative Learning Approaches = +5 months Phonics +5 months Oral Language Interventions =+ 6 months Reading Comprehension Strategies= +6 months Teaching Assist Interventions= +4 months Social and Emotional Learning = +4 months Individualised instruction = + 4 months One-to-one tuition = +5 months Metacognition & self-regulation = +7 Months Small group tuition = +4 Months Teaching assistant supervision = +4 Months Feedback =+6 months ‘Closing the Vocabulary Gap’	3, 5
KS1 children small group intervention in reading/ vocabulary		1, 2
BPVS individual children		
Table talk/ playing games (EYFS and KS1)		1,2,3,4
Story time (EYFS)		1,2,3,4
Effective feedback		1,2,3,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to rich and varied school trips and visits which develop wider experiences for pupils	<b>Evidence from Education Endowment Foundation – Teaching and Learning:</b> Arts Participation =+3 months Collaborative learning Approaches =+5 months Behaviour Interventions =+4 months Social and Emotional Learning=+4 months	1,2,3,4
Whole school assembly theme and goal delivered weekly		1,3,4
RHE		1,3,4
Structured playtime activities		3, 4
Art of Brilliance		1,3,4
Extra-curricular activities: Music/sport/breakfast club/ holiday club / wraparound		1,3,4
CAT team		1,3,4

## 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.  
Please see previous strategy 2020-2021 for impact data.

### Externally provided programmes

Programme	Provider
TT Rockstars	play.ttrockstars.com