

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Austrey CE Primary
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22
Date this statement was published	1/11/21
Date on which it will be reviewed	31/12/2022
Statement authorised by	Sara Eley
Pupil premium lead	Meg Griffiths
Governor / Trustee lead	Lesa Nield / Sam Cosgrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17960
Recovery premium funding allocation this academic year	£ 1595
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1937
Total budget for this academic year	£21492
	N/A

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The primary aim of the school is to ensure that all pupils are able to access all aspects of the school's provision academically, socially and emotionally in order to achieve the highest standards of achievement and are able to "live life in all its fullness". We review current research to inform the decisions on deployment of pupil premium funding and are aware that not all children who are socially disadvantaged are eligible for pupil premium and so are mindful to provide support as widely as possible. The following strategies have been successful at Newton Regis.

- Small group interventions in the core subjects
- speech and language intervention
- nurture groups to enable children to be emotionally ready to learn and make progress.
- Forest Schools has a very positive impact in helping children to engage in learning across the curriculum and raise self-esteem.
- Enrichment opportunities (before and after school clubs), music lessons and swimming lessons

Challenges

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

Challenge number	Detail of challenge
1	<i>Consistency of excellent teaching across the school is not embedded</i>
2	<i>Low self-esteem</i>
3	<i>Poor resilience compounded by 2 lockdowns</i>
4	<i>Parental stigma (not wanting to accept help)</i>
5	<i>Lack of parental engagement</i>

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
Narrow the gap in attainment between the disadvantaged and their peers.	KS2 data will show this has narrowed with a focus on progress
Excellent teaching is more consistently embedded across the school.	Lesson observations by SLT and the central team will show a higher proportion of excellent teaching
Parents feel more empowered to support their children at home and be engaged in their child's learning.	Parents evening will be well attended. Parents will contribute to the development of learning passports (SEN). Homework will be completed and home school diaries will show parental engagement.
Improved levels of self esteem	Pupil attitude to School and Self survey completed with disadvantaged children and strategies put in place after analysis. Survey repeated at the end of the year to show improvements
Children to feel a sense of belonging to the school/community	Parents will feel supported and will accept help/communicate more with the school

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: £2325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement the use of the T&L toolkit as a means of improving the consistency of excellent teaching across the school	The quality of teaching and learning (QFT) is arguably the greatest lever at school's disposal for improving the life chances of the young people	1
CPD to improve the teaching of multiplication across the school	Director of the National Centre for Excellence in the Teaching of Mathematics (NCETM) <i>"Knowing your times tables supports mathematical learning and understanding. Knowing the times tables fluently helps them to develop their learning in maths because they can take that knowledge for granted, which frees up cognitive space for them to learn new mathematical ideas and apply maths to solve problems"</i>	1
Handwriting scheme – training for staff	Fluent handwriting helps children with writing and spelling	1
Further teaching assistant trained in speech and language	Children who have SaLT difficulties will find accessing the curriculum more difficult	1
Devices to lend to children to access homework apps	Children will be able to access spelling shed and TT Rockstars as well as reading books online	5

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

Budgeted cost: £11293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention	EEF COVID-19 support guide for schools <i>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</i>	2,3

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

Budgeted cost: £16316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups/wellbeing champion	Children will be able to learn better if they are emotionally ready to learn. This could be needed more due to the anxiety/attachment created by COVID 19 and lockdown EEF Foundation research “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.”	2, 3
Forest School	Education Endowment Foundation (EEF) – “Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved”	2, 3
Enrichment opportunities	Enabling disadvantaged children to “live life in all its fullness”	2,3
Uniform	Children feel a sense of belonging to the school	4

Total budgeted cost: £2492

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.

Using ELG, phonics, NFER assessments and NFER assessments

Year 6 – 3 disadvantaged

100% achieved ARE in reading, 33% in writing. 100% GPS and 67% Maths

GLD in reception – 1 disadvantaged 0%

Y1 Phonics – 1 disadvantaged 100%

Year 2 – 1 disadvantaged 100% combined

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
Y3-6 Catch up (Maths)	Third Space Learning
Nessy	Nessy
Collins Big Cat	Collins
TT Rockstars	TT Rockstars
Spelling Shed	Literacy Shed
NELI	DfE
White Rose maths	White Rose Maths
Letter-join	Letter-join

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

