

Sparsholt C of E Primary School

Pupil premium strategy statement 2021-2022

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	Sparsholt C of E Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	4.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years - 21/22, 22/23, 23/24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Elizabeth Hanratty (Head teacher)
Pupil premium lead	Elizabeth Hanratty
Governor / Trustee lead	Caroline Horrill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7380

Part A: Pupil premium strategy plan

Statement of intent

We aim for pupils at Sparsholt C of E Primary School to be happy and confident communicators with high aspirations, who are well informed, and have respect for their community and the wider world.

Our ultimate objectives are:

For all children to make or exceed nationally expected progress rates in reading, writing and maths through quality first inclusive teaching.

That all pupils, regardless of disadvantage, engage in all aspects of school life equally. That children are supported emotionally and socially in order to help children make informed and healthy choices across all aspects of their life.

We aim to do this through: -

- Ensuring our children access quality first inclusive teaching across their learning with our school Christian values of Courage, Compassion and Creativity at the heart of everything we do.*
- Ensuring the appropriate provision is in place for children who need it to receive high quality interventions and support in their learning as identified by class teachers.*
- Catch-up provision which sits alongside children's current class learning to avoid cognitive overload. It includes pre-teaching and revisits during early morning activities and targeted support to small groups during planned revisit time.*
- A rich, recursive curriculum, with support delivered by experienced practitioners who know our children and their needs enabling them to access learning at an appropriate level.*
- Delivering rich, cross-curricular learning opportunities to further broaden and apply children's knowledge and vocabulary through our planned curriculum, outdoor learning provision, school trips and residential visits.*
- Pupils being given regular opportunities to contribute to school planning both with our curriculum design, content and grounds*
- Ensuring our children are supported emotionally by expertly trained adults and the continued resourcing of classrooms with books chosen to help promote mental health.*
- Having a dedicated member of the senior leadership team whose role it is to oversee the monitoring and progress of these children and engagement with families.*

The key principles of our strategy plan are that we will:

- Explicitly teach ambitious vocabulary across the curriculum in both core and foundation subjects.*
- Ensure children receive targeted catch-up support from highly skilled practitioners. This is based on individual needs to address gaps as a result of disadvantage and school closures.*
- Further enrich teaching and provision of number across EYFS and KS1 and to enhance our mastery approach across KS2.*
- Ensure no child misses out or feels segregated due to disadvantaged.*
- Support mental health and wellbeing to enable children to access learning.*
- Provide a rich cross-curricular learning platform, where the children achieve in line with our school aims and deepen and apply their knowledge through experiences that include learning beyond the classroom*

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with our pupil premium pupils and families have highlighted the social, emotional and behavioural needs of pupils, often related to family breakdown, impacting on positive attitudes to learning including self-belief/self-esteem.
2	Internal and external (where available) assessments indicate that attainment among most of our disadvantaged pupils show that most are not meeting ARE in at least one area for Reading Writing and Maths and with none currently on track to achieve Greater Depth.
3	Children having access to cultural capital opportunities including extra-curricular activities; educational experiences such as visits, music lessons, after school clubs and resources which is impacting on self-esteem and feelings of equality with peers.

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
Improved academic attainment and progress among disadvantaged pupils.	100% pupil premium pupils to achieve progress scores at least in line with none PP pupils in reading, writing and maths by the end of KS2. PP children with additional needs receive further targeted intervention both in and out of the classroom to tackle specific barriers to learning
To increase participation rates in cultural capital opportunities such as extracurricular clubs, music lessons, trips and residential	100% pupil premium pupils to access at least one after school club of their choice. 100% of PP children to have attended Residential trips by the end of Year 6 100% of PP children to have access to all extra-curricular based activities and educational experiences including music lessons, sports activities, trips etc.
Ensure attendance rates remain in line with non PP children.	Attendance for pupil premium pupils to be as high as non-pupil premium pupils.
Improve the social and emotional well-being of PP children.	100% of PP children to be provided with access to trained ELSA, FIEPS and Thrive trained practitioners as needed to tackle social, emotional or behavioural needs as they arise.

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: **£580**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Solent maths hub to embed Teaching for Mastery across all year groups and Mastering Number across our Early Years and Key Stage 1.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2
Staff attending 'Opening Doors' English course to ensure challenge is offered to all pupils including PP pupils so that pupils can achieve highly including at Greater Depth. Continued staff training from English Leader on the teaching of Guided Reading ensuring focused approaches are used to ensure rapid progress in both fluency and comprehension including phonics especially in light of school closures due to Covid 19 and gaps in learning.	<p>Quigley, A. (2018) Closing the Vocabulary Gap. Oxon: Routledge</p> <p>A Place to Talk in KS1. London: A&C Black</p> <p>Ensuring vocabulary is explicitly taught to help develop children's language and ensure they apply it in their learning. This is particularly to support our disadvantaged children as research shows that these children typically have a less developed vocabulary.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: **£ 3900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention provided for PP pupils to accelerate progress to in line or above non-pupil premium pupils. Staff will receive further training on interventions from HIAS Educational Psychologist, SENCo .and	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2

by attending relevant training.		
Maths on the Move' (Maths focused PE Sessions) to be accessed by PP pupils to help with engagement and understanding.	<p>A research summary compiled by the EEF, entitled 'Best evidence on impact of Covid-19 on pupil attainment' shows that while many studies show similar learning effects between English and mathematics learning, some studies – including the analysis commissioned by the DfE on autumn term outcomes do indicate some increased learning loss for mathematics. This study finds that disadvantage gaps for primary maths have widened since Autumn 2019. Between Autumn 2019 and Autumn 2020, the gap in maths widened by between 10% and 24%. This gap remained consistent during Autumn term, with no signs of closing. There was no evidence of gap widening in English.</p> <p>This study finds that disadvantage gaps for primary maths have widened since Autumn 2019.</p> <p>Covid-19 disruptions: Attainment gaps and primary school responses, Education Endowment Foundation, 2021. https://educationendowmentfoundation.org.uk/public/files/Covid-19_disruptions_attainment_gaps_and_primary_school_responses_-_May_2021.pdf</p>	1,2
Subscribe to NumBots and TT Rockstars to help build confidence and secure maths knowledge in the Early Years, Key Stage 1 and Key Stage 2. Children to be given remote access to this by providing devices to any families where children do not otherwise have access to one. This enables children to catch-up and revisit concepts taught in school at home.	<p>NUMBOTS and TT Rockstars are platforms made by Maths Circle, who have worked with NCETM, White Rose Maths and leading academics in Singapore and Shanghai to develop a programme which ensures children gain a robust understanding of mathematical concepts, strengthened by automatic recall of basic number. Much research has been drawn on in designing these platforms. It helps children to become more secure in basic number beyond the classroom. This also supports parents in working with their children at home.</p> <p>The EEF Guide to Supporting School Planning: A tiered approach to 2020-21 https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf</p> <p>EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	1,2,3

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

Budgeted cost: £ 2900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two trained ELSAs provide targeted support to pupils and address any concerns/actions/additional	<p>Improving social and emotional learning in primary schools. Guidance Report EEF https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1

<p>support required from the class teacher.</p> <p>Thrive and FIEPS practitioners have also been employed to offer additional support when needed.</p>	<p>The Thrive Approach is being used successfully in schools, homes and other childcare settings throughout the UK and has been positively evaluated by a number of leading organisations: Evaluated by CELSI (Centre for Education Leadership & School Improvement) for the Department of Health-- Recommended in 'Choosing Health' Reviewed very positively by the TES in 2003, the leading UK website for teachers and education professionals</p>	
<p>All PP pupils are financed for provision of their choice, including, music tuition, visits, residential, after school sports. The necessary equipment is provided for them to access these.</p>	<p>Addressing Educational Disadvantage in schools and colleges: The Essex Way. Rowland, M. (2021). Woodbridge: John Catt Educational Ltd.</p> <p>Evidence from here supports the importance of inclusion.</p>	1,3
<p>The school will ensure that technology is provided to enable PP children to access the school's VLE and recommended online learning resources in the event that pupils have to access remote education due to Covid 19 related issues.</p>	<p>EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	

Total budgeted cost: £ 7380

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.

There were no statutory assessment processes during 2020/21 academic year. However, the school's internal assessment systems were modified to make meaningful summative assessments in July 2021. 'Baseline' assessments in March 2020 are a useful indicator of attainment pre-COVID in order to identify if children are achieving similarly or if a gap has opened up:

		March 2020 (prior to Covid closure)	July 2021
Sparsholt % of PP eligible children achieving in Combined Reading, Writing and Maths ARE+ for year group (or on-track to)		20%	40%
Sparsholt % of PP eligible children making good progress to stay on-track for ARE In July 21 a 'sufficient' indicator also used to show ARE+ in order to access next year.	Reading	20%	60%
	Writing	20%	80%
	Maths	20%	60%
Each PP child equates to 20%			

Due to the very small number of Pupil Premium pupils on role in the last academic year percentage comparisons against non-pupils premium pupils is not statistically useful.

The proportion of children on track to achieve ARE is now higher, indicating that targeted support for pupil premium children has been positive and ensured continued achievement, despite the COVID period implications. A child in year 6 left having achieved Teacher Assessed GDS in all subjects and was well placed to fully access the secondary curriculum upon transfer. Only one pupil did not meet ARE in any areas, however progress is being made as a result of additional intervention.

The role and allocation of teaching assistant support has been flexible throughout this year, in response to learning review meetings and pupil progress

LSA support for small intervention groups has been used to plug gaps in Reading, Writing and Mathematics.

Use of high quality Sports coaching enabled the release of teachers to work with small groups including PP children ensuring high quality targeted intervention provision.

Attendance

Attendance across all the children of statutory school age has been high, consistently above 97% for most of the time. No absences were unaccounted for and no penalty notices (or similar) were required to address unauthorised absences. Of those children eligible for PP funding, 4 out of 6 had attendance higher than 97% across 2020/21. One child had attendance lower than 95% though this was above 90%. Due to medical needs one child's attendance was below 80% however additional support was provided to try to close learning gaps.

Emotional, social and behavioural development

All children have developed emotionally across 2020/21 and this has been shown in the progress they have made academically. Where bubbles have been in operation across the year, promoting positive peer interactions has been a priority. All children have maintained positive friendships and relationships within peer groups consistent with positive emotional and social development. A number of children required emotional support, some using ELSA, which has been successful in building greater resilience and independence to manage difficult feelings. This has improved engagement with learning, maintaining strong ARE assessments despite external family pressures.

Work with outside agencies including educational psychologists and internal training, has improved staff skills, and expertise have greatly improved in a variety of areas relating to common needs and barriers facing our pupils who receive PP funding e.g. attachment, emotional resilience, self-regulation.

Learning During Closure Period/ Remote Learning.

During the remote learning period between January and March 2021, all Pupil Premium families were carefully targeted with 67% attending school during this period. The one FSM family (2 siblings) who did not attend school during this period were provided with a laptop (from the DfE scheme) and printed materials and stationery in order to maintain engagement. These PP pupils demonstrated high levels of participation uploading high quality work daily and partaking in live lessons. Free school meals /vouchers were provided throughout the closure period and throughout school holidays, as directed by changing DfE requirements.

Enrichment/Financial Support

Financial support for vulnerable families, including funding the cost of uniform/PE Kits and milk has had a very positive impact on self-esteem and confidence.

All PP children in Year 6 attended the Year 6 residential in June 2021 with PP funding being used to enable this, leading to additional social and emotional growth.

All PP children participated in trips that were able to take place in 20-21 academic year.

Resources to aid PP pupils to work independently and build confidence were provided e.g. personal copies of class texts, stationery etc.

The increase in technology packages has enabled PP to engage in reading and number through technology including usage at home (NESSY, TT Rockstars, NUMBOTS)

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
NESSY	Nessy Learning
TT ROCKSTARS	Maths Circle
NUMBOTS	Maths Circle

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?	Last academic year, we used our Service Premium allocation to fund an Education Psychology observation and consultation for a child and for outreach support to support identified needs.
What was the impact of that spending on service pupil premium eligible pupils?	Greater awareness of the additional needs of the child, CPD for teaching staff and improved learning outcomes from the child.