

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	Piddle Valley CE First School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	6 (11.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	01 October 2021
Date of review	05 September 2022
Statement authorised by	Mrs Jayne Browne
Pupil premium lead	Mrs Jayne Browne
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£0
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	£11,080

Part A: Pupil premium strategy plan

Statement of intent

At Piddle Valley Ce First School all our children (disadvantaged and not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make progress in reading, writing and maths as well as the wider curriculum.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. All the children who are pupil premium are also identified on the SEND register whether for specific needs or for monitoring purposes. Teachers work very closely with SEND support and the school SENDco to ensure a holistic approach to meeting their needs. We want to enhance oral language skills, address SEMH concerns, increase basic literacy and numeracy skills, offer increased reading opportunities via reading books matched to our phonics programme (Little Wandle Letters and Sounds) and reading for pleasure, and ensure children have access to targeted high quality adult support through targeted intervention programmes.

We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Piddle Valley CE First School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We want to enhance oral language skills, offer increased reading opportunities via reading books matched to our phonics scheme 'Little Wandle Letters and Sounds' and reading for pleasure, as well as ensure pupils have access to targeted, high quality adult support through interventions.

Piddle Valley CE First school will provide pastoral support for the school community through engaging with families and offering support with school attendance and encouraging all our pupils to engage with the full learning experience including enrichment experiences both in and out of school.

Challenges

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

Challenge number	Detail of challenge
1	The attendance and punctuality of pupil premium children as a group is low.
2	The majority of our disadvantaged children fall into another vulnerable group i.e. having an additional special educational need or needing support with social and emotional wellbeing.
3	Having regular face to face contact with our pupil premium families.
4	Reading, writing for disadvantaged children at expected is lower than that of the whole school.
5	Disadvantaged children are not meeting expected or high level standards.

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
For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance.	Attendance will be monitored weekly with daily prompt phone calls to families who have an absent child without notification. Monitoring by Headteacher of children known to the school who have historic attendance and punctuality concerns. Follow DC attendance procedure for poor attendance (below 95%) and lateness, letters to be sent home followed by a referral if necessary, to the DASP Attendance panel. Engage with the 'Early Intervention' team (LA) to support the family.

Pupils access a wide range of interventions to meet their SEND needs.	SEND needs will be clearly outlined and reflected in their IEPs or intervention plans. PP children will make expected progress in RWM.
Improved regular communication with families and key family members.	A cohesive and positive partnership between home and school
Writing outcomes for pupil premium children will be improved and in line with all pupils	PP children will develop a love of writing. PP children will achieve in line with their peers and make at least expected progress
Reading outcomes for pupil premium children will be improved and in line with all pupils	PP children will develop a love of reading. PP children will achieve in line with their peers and make at least expected progress
Phonics outcomes will be strong at the end of Year 1 and KS1	At the end of Year 1 and KS, PP children will leave KS1 having completed the phonics programme and having passed the KS1 Phonics test. For some PP children with SEND needs, this may be by the end of Year 2.

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

Budgeted cost: £6000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve phonics teaching and reading Ensure all staff (including new staff) have received training in 'Little Wandle Letters and Sounds' Phonics books have been re labelled match the phonics scheme. Children have access to a phonics reading book as well as a reading for pleasure book – weekly visit to the school library - £5000 for Little Wandle reading books Extending the range of text and reading resources - £500 for library books	Highly trained staff have all the tools to deliver best outcomes. A systematic synthetic phonics programme for all ensures outcomes for all.	4, 5
CPD to improve reading Ensure staff understand the key Reading principles and the way reading is taught at the school.	A systematic and consistent approach to reading ensures the best outcomes for pupils	4, 5

Access to the Little Wandle training programme for all staff		
CPD to improve writing Continue to implement Pie Corbet 'Talk for Writing' approach. Ensure staff understand the key principles of the approach and the way writing is taught across the school - £500 for class reading resources	A systematic and consistent approach to writing based on strong and recognised theoretical research to ensure the best outcomes for pupils	2,4,5
Quality First Teaching To ensure high quality provision and delivery of core learning	Quality First Teaching for all pupils TA CPD ongoing for Reading, Writing, Phonics and Maths delivered by subject leads	1,2,4,5

Targeted academic support

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support SENco and teachers to work together to identify pupils, their needs and individual support required	EFF Guide – promoting a tiered approach making teaching a top priority, including the importance of quality CPD Sutton Trust – quality first teaching has direct impact on pupils outcomes	2,4,5
Pupil Progress	Individual pupils and intervention groups identified All staff aware of PP children with next steps identified	2,4,5

Half termly meetings with Headteacher, SENco and teacher £800	Intervention timetable in place Intervention programme running daily with consistently with trained staff EFF – interventions consistently show positive impact on learning	
Raise Standards in R, W, M & Phonics Use of Reading Vipers as means to teach reading skills with a clear programme of core text to support the teaching of reading £1000 for quality text Subscription to Literacy Shed Plus and resources, to be used in school and home - £200	EFF – digital technology – use of technology approaches beneficial to reading, writing and maths practice evidenced	2,4,5
Use of 'First Words' to support pupils who are struggling to access phonics teaching £200	Whole word approach	2,4,5

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

Budgeted cost: £2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implementation of 'Hamish & Milo' programme. Supporting social and emotional wellbeing of pupils and parents Training for 2 new members of staff £1000 with £200 resources	Children need all physical, emotional and social needs met in order to achieve academically	1,2,3
Trips and visits Subsidised trips and visits for PP children - £1000	Opportunities to enhance and enrich the curriculum and pupils experiences Ofsted emphasis on Improving cultural capital	1,2,3,5
Extra-curricular activities To encourage engagement and subsidise / fund PP children including music tuition, sporting clubs - £1000	EEF – Sports participation increased educational engagement and attainment EEF – Describes the benefits to children learning to play musical instruments EEF – Extra outdoor pursuits shows benefits on academic learning and self confidence	1,2,3,5

Total budgeted cost: £ 10,400

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.

2020 – 2021 Review

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.

2021 – 2022 Review

Attendance for PP has been significantly higher than compared to non PP during the year

	PP %	Non PP%
Autumn	98.55	76
Spring	96.7	70.7
Summer	94.4	71.2

This has been achieved through improved monitoring and regular reminders for parents via email/newsletters.

The attendance of an identified cohort remains a concern (7 pupils) but support through Early Intervention (DC) and family partnership is in place. The Headteacher is joining a DC initiative/working party to review and develop approaches to improve attendance across the local area.

Achievement for PP (7 pupils)

	Below ARE	ARE
Reading	(1) 14%	(6) 86%
Writing	(5) 71%	(2) 29%
Phonics	100% (2) Met the standard	

Writing remains a focus supported by 'catch up' phonics through the 'Little Wandle Letters and Sounds' programme.

Monitoring by the Literacy Coordinator with feedback to staff will continue with the literacy lead modelling good practice through phonics teaching. Support staff training for new members of staff and refresh training for others.

Reading Vipers as means to teach reading skills, is now timetabled across all year groups and is delivered daily with a clear focus on specific reading skills and progression.

The school financially supported PP pupils to attend a theatre production in the April 2022 which was positively received.

Due to staff changes, Trick Box has not been as embedded throughout the school but has been used with Year 2 (2021/2022) to support pupils requiring emotional and social support. The programme will continue but the school is currently exploring a programme called Hamish & Milo which provides a specific 10 week programme for individuals or small groups. This is part of a research project supported by Bath University and will provide comparative data for pupils mental health and wellbeing.

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
Supporting Teachers and Children in Schools (STARS): Incredible Years® Teacher Classroom Management	NFER