

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	61
Proportion (%) of pupil premium eligible pupils	6 (9.8%)
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	01 October 2021
Date on which it will be reviewed	10 November 2021
Statement authorised by	Mrs Jayne Browne
Pupil premium lead	Mrs Jayne Browne
Governor / Trustee lead	Mrs Ginny Butcher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,070.00
Recovery premium funding allocation this academic year	£2000.00
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	£10,070

## 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. 50% of children who are pupil premium are also SEND and 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 (96%).	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 DASP attendance procedure for poor attendance (below 90%) 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 (for example, CPD, recruitment and retention)

Budgeted cost: £6000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>CPD to improve phonics teaching and reading</b> Ensure all staff (including new staff) have received training in 'Little Wandle Letters and Sounds' Phonics books have been re labelled and ordered to match phonics scheme. Children have access to a phonics reading book as well as a reading for pleasure book – weekly visit to the school library - £675 Extending the range of text and reading resources - £815	Highly trained staff have all the tools to deliver best outcomes.  A systematic synthetic phonics programme for all ensures outcomes for all.	4, 5
<b>CPD to improve reading</b> Ensure staff understand the key Reading principles and the way reading is taught at the school. CPD for English subject lead from	A systematic and consistent approach to reading ensures the best outcomes for pupils	4, 5

Coastal Partnership regarding best practice -£500		
<b>CPD to improve writing</b> An introduction to Pie Corbet 'Talk for Writing' approach. Ensure staff understand the key principles of the approach and the way writing is taught across the school - £510	A systematic and consistent approach to writing based on strong and recognised theoretical research to ensure the best outcomes for pupils	2,4,5
<b>Quality First Teaching</b> 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 (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted support</b> 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
<b>Pupil Progress</b> Half termly meetings with Headteacher, SENco and teacher	Individual pupils and intervention groups identified All staff aware of PP children with next steps identified Intervention timetable in place	2,4,5

	Intervention programme running daily with consistently with trained staff  EFF – interventions consistently show positive impact on learning	
<b>Raise Standards in R, W, M &amp; Phonics</b> Adopt Reading Vipers as means to teach reading skills Purchase 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

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

Budgeted cost: £2500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Implementation of 'Trick Box'</b> Supporting social and emotional wellbeing of pupils and parents Training for 2 new members of staff Refresh training for 1 member of staff - £425.00 with £75 resources	Children need all physical, emotional and social needs met in order to achieve academically	1,2,3
<b>Trips and visits</b> 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

<p><b>Extra-curricular activities</b></p> <p>To encourage engagement and subsidise / fund PP children including music tuition, sporting clubs - £1000</p>	<p>EEF – Sports participation increased educational engagement and attainment</p> <p>EEF – Describes the benefits to children learning to play musical instruments</p> <p>EEF – Extra outdoor pursuits shows benefits on academic learning and self confidence</p>	<p>1,2,3,5</p>
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**Total budgeted cost: £ 10,000**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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