



# Pupil premium strategy statement 2021-22

Acomb First School

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   | Acomb First School |
| Number of pupils in school  | 59                 |
| Proportion (%) of pupil premium eligible pupils                         | 13%                |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022          |
| Date this statement was published                                       | December 2021      |
| Date on which it will be reviewed                                       | July 2022          |
| Statement authorised by   | Beth Clarke        |
| Pupil premium lead  | Beth Clarke        |
| Governor / Trustee lead   | Julie Robson       |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 10,760 |
| Recovery premium funding allocation this academic year  | £ 3,900  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £14,660  |

# Part A: Pupil premium strategy plan

## Statement of intent

At Acomb First School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential. Pupil Premium funding is allocated effectively each year to have the necessary impact across school so that pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequality.

Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on speaking and listening, phonics, reading, writing and mastery maths. Our bespoke curriculum provides children in receipt of Pupil Premium, with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families with the support and deployment of external agencies where appropriate. All strategies employed at Acomb First School are evidence-informed using recommendations and endorsements outlined by Education Endowment Foundation research and Toolkit.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

## Challenges

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

| Challenge number | Detail of challenge                         |
|------------------|---|
| 1                | Attendance and punctuality                  |
| 2                | Social, emotional and mental health         |
| 3                | Speech, language and communication          |
| 4                | Gaps in reading, writing, maths and phonics |
| 5                | Access to wider opportunities               |
| 6                | Parental engagement                         |

## 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  |
|--|---|
| <i>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</i> | Ensure attendance is figures of disadvantaged children are at least 96%   |
| <i>Phonics</i>   | 90% of pupils in Year One to pass the phonics screening test and 100% of Year Two's who are resitting pass.                                 |
| <i>Writing</i>   | Ensure that disadvantaged children make at least one full year's progress from their starting point in line with non-disadvantaged children |
| <i>Maths</i>   | Ensure children make at last one full year's progress in mathematics from their starting point in line with non-disadvantaged children      |

## 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: £3000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Talk 4 Writing CPD<br>£1325.00                     | Writing remains the lowest strand at the end of KS1 and Year 4. Research has shown Talk for Writing has a positive impact on pupil attitudes, progress and attainment. | 2, 3, 4, 5                    |
| RWINC Blended learning package and CPD<br>£1675.00 | Equips teachers with the CPD and resources to deliver high quality phonics and the resources to support effective phonics learning at home if required.                | 2, 3, 4, 5, 6                 |

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

Budgeted cost: £5024.00

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Improve speech, language and communication skills. Pupils identified and targeted for weekly one to one/ small group interventions</i> | Small group tuition: Introducing targeted speech and language teaching for pupils who are below age-related expectations. Creating additional teaching and learning opportunities using TAs   | 2, 3, 4                       |
| <i>Small group booster sessions - phonics</i>   | Targeted phonics interventions will take place and these are proven to be more effective when held for regular sessions over a period up to 12 weeks. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. | 2, 3, 4                       |
| <i>Small group booster sessions - maths</i>   | Targeted maths interventions with a focus on number including revisiting basic skills will take place and these are   | 2, 3, 4                       |

|   |  |         |
|---|--|---------|
|   | proven to be more effective when held for regular sessions over a period up to 12 weeks.   |         |
| <i>Small group booster sessions – writing</i> | Tuition targeted at specific needs and knowledge gaps to support low attaining pupils or those falling behind, both one-to-one and in small groups. TAs and other staff will be deployed to provide extra support and intervention groups for targeted pupils. | 2, 3, 4 |

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

Budgeted cost: £6636

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Additional attendance administration support</i><br>£3016                                | Additional administrative support to focus upon attendance will enable school to work more closely with families to support and encourage improved attendance.  | 1, 2, 6                       |
| <i>Jigsaw Package</i><br>£480   | Jigsaw will enable teachers to deliver a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development. | 2, 3, 5, 6                    |
| <i>Additional half termly Forest School sessions in addition to weekly sessions</i><br>£540 | Participation boosts self-esteem and wellbeing and provide access to wider opportunities  | 1, 2, 3, 4, 5, 6              |
| <i>Funds to support payments for after school clubs and wrap around care</i><br>£1000       | Free or subsidised wrap around care supports children's and family's mental health and well-being by enabling parents to access work easily.  | 1, 2, 3, 4, 5, 6              |
| <i>Funds to purchase or support with uniform and equipment costs</i><br>£300                | Support with uniform costs and equipment further reduces financial pressure and burden upon families whilst also ensuring disadvantaged children are fully equipped for school by eradicating inequality  | 1, 2, 5, 6                    |

|   |   |                         |
|---|---|-------------------------|
| <p><i>Funding toward provision of free school trips, swimming and extra-curricular experiences such as workshops.</i><br/>£1000</p> | <p>Participation boosts self-esteem and wellbeing and provide access to wider opportunities</p>   | <p>1, 2, 3, 4, 5, 6</p> |
| <p><i>To provide Hugg meal vouchers during isolation for up to 2 weeks. (Holiday period funded by LA).</i><br/>£300</p>             | <p>Providing free school meal vouchers to children who are isolating further reduces financial pressure and burden upon families whilst also ensuring disadvantaged children receive a meal whilst at home the equivalent to that of a meal they would receive at school.</p> | <p>1, 2, 3, 4, 5, 6</p> |

**Total budgeted cost: £ 14,660**

## 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.

Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils was lower than in previous years in all areas of the curriculum. During the 2020-21 academic year, we focused our priorities on mental health and supporting children whilst at home and in their return to school whilst also ensuring families felt confident and reassured.

During the Autumn term we promptly introduced our revised blended learning package through various learning platforms to further enhance our home learning provision. We ensured that children without electronic access were provided with devices or a hard copy work pack at parents request. This involved the investment of Tapestry across school and other packages to support effective home school learning. Staff training took place swiftly to embed good practice within all classrooms.

We worked creatively to ensure our curriculum provision was broad and balanced, being mindful of the gaps that some children were experiencing and swiftly worked to close these gaps where possible. We maintained our offer of fulltime face to face education to all vulnerable children including children with additional needs and disadvantaged children throughout the year.

Those children who did not take up the offer of a school place had additional remote support and remote interventions from TA's where appropriate. All children had a weekly welfare phone call from the Headteacher or SENDCo, disadvantaged children had twice weekly phone calls in addition to daily teacher contact via Tapestry.

Resource packs were made up containing bespoke and differentiated resources for phonics, maths and writing to support disadvantaged children and children with additional needs. These were hand delivered by staff. Funds were used to provide school meals to disadvantaged children in addition to the community support of weekly food hampers to those that required them.

## 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*

| <b>Programme</b>               | <b>Provider</b>                          |
|--------------------------------|--|
| Talk4 Writing                  | Pie Corbett                              |
| FRIENDS Resilience             | Dr Paula Barret                          |
| Lexia – Core 5                 | Lexia                                    |
| Read Write Inc Blended Package | Ruth Miskin Oxford Open University Press |
| Jigsaw PSHE                    | Jan Lever group                          |
| TT Rockstars                   | Maths Circle                             |