

Pupil Premium Strategy Statement 2021-2022



1. Summary information					
School	Dinting Church of England Voluntary Aided Primary School				
Academic Year	2021/2022	Total PP budget	£53,314	Date of most recent PP Review	27/9/21
Total number of pupils	133	Number of pupils eligible for PP	???	Date for next internal review of this strategy	04/2022

Any Data is from the end of academic year 2018-19 as the last published data available

2. Current attainment		
Based on Key Stage 2 standards in 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths (or equivalent)	100%	77.8%
3. Barriers to future attainment (for pupils eligible for PP)		
A.	Pupils not achieving at higher level in all subjects at end of all 3 key stages,	
B.	Some children receiving PP have low self-esteem and need to develop their organisational skills (attendance, punctuality and homework can be a concern)	
C.	Pupils and their families have social and emotional difficulties, and do not have a structured routine within their family/home life which has been significantly intensified during national pandemic in 2020/21.	

D.	Pupils have limited experiences beyond their home life and immediate community- intensified during 2020/21pandemic	
E.	On entry to EYFS, some children have a lesser bank of vocabulary – age related skills are lower	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils not achieving at higher level in all subjects at end of EYFS, KS1, KS2.	Disadvantaged pupils achieve in line with non-disadvantaged at higher level in all subjects, especially reading. Termly tracking, pupils closely monitored by CT and LE. Highly effective teaching leading to good/outstanding progress of PP pupils. Catch up support where required-see separate catch up plan.
B.	Some children receiving PP have low self-esteem and need to develop their organisational skills (attendance, punctuality and homework can be a concern)	Attendance target of 96% for all pupils. Children on the well-being radar of pupil support worker and receiving support and input to raise self-esteem.

C.	All pupils achieve attendance at 95% or above (unless an exceptional circumstance)	Development of family/pupil support worker role to support families and improve attendance, regular meetings, reviews, half termly tracking. Nurture work. Transport may be offered to directly impact on improving attendance
D.	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated- families are also supported	Provision of family/pupil support worker, introduction of 'time to talk' sessions. Run parent session to encourage parents to support children with reading, homework etc.
E.	On entry to EYFS, some children have a lesser bank of vocabulary – age related skills are lower	Completing vocabulary training started in 2019-20 and halted due to COVID19, implementing strategies across school (vocabulary pyramids). Talk boost intervention for r, Y1, Y2 pupils delivered by LF

Academic year		2021-22			
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review	Cost
Every pupil receives teaching which is good and frequently outstanding in every classroom/every day.	Provision of teaching assistant in every class each morning	Lesson observations, book scrutiny's, learning walks show increasing % of outstanding practices. Subject leaders review provision. Constructive feedback given to staff, research and review impact of new resources	LE KG	Termly (3X Year)	£11,000
Diminishing differences for all PP pupils	Additional TA support, SENDCO to offer support and deliver interventions	All teachers planning to show working at greater depth for higher achieving pupils in reading, writing and maths. Tracking data. observations	LE/MW / KG	Termly (3X Year)	
	Deliver healthy mind and body opportunities such as mindfulness, daily mile etc.	TA, SENDCO and family support staff to support individuals and class groups	LE/KG	Termly (3X Year)	
All PP pupils to achieve potential despite lockdown 20/21	Small group intervention 'catch up' work to overcome gaps due to COVID lockdown	Qualified teacher to deliver catch up interventions weekly working closely with class teacher and assessing progress and attainment	NH/LE	Termly (3X/year)	£15773

					Total	£25773
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review	Cost	
Some children receiving PP have low self-esteem and need to develop their organisational skills (attendance, punctuality and homework can be a concern)	Children engage in PSHE curriculum to ensure healthy minds and bodies and develop resilience through Jigsaw approach. Pastoral support- regular pupil support sessions to address concerns and help raise self-esteem. Focused PSHE work in sunshine room and classroom	Pupil interviews/questionnaires, children can verbalise emotions and feelings. Improved attendance, increased attainment, improved behaviour, children generally happier ¹	LE/ KG	Visits log throughout year	£8000- pupil support worker	
Pupils identified with social, emotional and health needs supported by school	Provision of pupil support worker in school to address specific needs for pupils and work with agencies as needed. Release time to support high needs PP pupils, liaising with outside agencies and parents, completing paperwork etc.	pupil support offer variety of family support workshops. Encourage vulnerable families to actively seek support from school to reduce need for other agency involvement. SENDCO/ Family/pupil support to liaise with agencies to provide targeted support for vulnerable children.	LE/KG	Ongoing throughout year.		

<p>Pupils identified with social, emotional and health needs supported by school</p>	<p>Provision of nurture and positive play activities for vulnerable children</p>	<p>Nurture session to be delivered by pupil support worker following training from DCC nurture team in 2019-2020</p> <p>Development of sunshine room for nurture activities. Purchasing of resources, furniture to improve space and help with provision for vulnerable pupils and families</p>	<p>LE/KG</p>	<p>Ongoing throughout year resources for nurture</p> <p>resources including comic strip conversations/social stories</p>	<p>£500</p> <p>£1000</p>
					<p>£9500</p>

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
All children to feel included and part of school family	Provide uniform and school equipment. Fund trips, visits, breakfast club etc	Pupil/parent feedback Attendance data Tracking data	LE/CW	Termly (3X Year)	£1000
Forest School weekly provision provided by accredited external provider	Forest school teacher to deliver programme to PP children weekly.	Pre and post assessment carried out by forest schools teacher to assess progress	LE		£4000
All PP to improve outcomes in reading and develops desire to read for pleasure	Audit current reading provision. Ensure each class has an accessible reading area. Outdoor library. Purchase up to date reading materials to enhance provision and encourage PP pupils to read	Reading outcomes and data. Lesson observation for use of reading corners Pupil interviews	LE/MW/KG		£2000
					£7000

Total Spend £42273

5. Additional detail



