

Pupil premium strategy statement

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	Hillesley CEVA Primary
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	16.2% 6 out of 37
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jayne Pedley (Head Teacher)
Pupil premium lead	Jayne Pedley (Head Teacher)
Governor / Trustee lead	Gillian Hayward (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8345
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	£10,345

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *The vision for all children at Hillesley CEVA Primary school is “Growing together in learning and life” and it is our intention to include all children so that every individual can access all learning and enrichment activities to help them grow and flourish.*
- *It is our intention to make sure disadvantaged children receive the academic and emotional support to enable them to feel confident in order to help them achieve in school in line with their peers.*
- *The Pupil Premium Strategy works to these goals of inclusivity and equal opportunities. All children are supported to strive for goals in all aspects of school life to prepare them academically, emotionally and socially in preparation for their next steps in education and in later life.*
- *The key principles are to provide quality first teaching in line with national expectations and to provide all children with a broad and balanced curriculum and a wide variety of enrichment activities that further support and enhance their learning and growing experiences.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance – during the recent periods of lockdown children have suffered loss of education and socialisation and as a part of our recovery programme, we endeavour to ensure all children receive the additional support they need to attend school and take part in the learning.</i>
2	<i>Emotional well-being – Again, due to the impact of Covid 19 and disrupted school patterns, there is a higher incidence of pupils experiencing stress and anxiety, and this tends to be more acute for disadvantaged pupils.</i>
3	<i>Phonics and reading- It has been made apparent through assessments and levels of parental engagement with online learning, that some pupils have shown greater difficulty with phonics and reading.</i>
4	<i>Writing and maths- Assessments also indicate that writing has been a key areas to suffer during partial closures and lock down periods and some pupils show gaps in their retained mathematical knowledge.</i>

5	<i>Enrichment and sporting opportunities- such activities are crucial for the development of a well-rounded and resilient individual and it is the case that disadvantaged pupils sometimes have less access to such activities.</i>
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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>Improve attendance for children in receipt of PP. Correspond and log discussions with parents and pupils and in some cases put in place incentives such as reward charts for punctuality and attendance.</i>	<i>An improvement in attendance figures to be at or above 96%</i>
<i>All pupils develop a positive and robust attitude to challenges and perceived failure and minimise anxiety levels.</i>	<i>Good rates of academic progress, in line with national expectations and peer groups (which are helped by pupils' ability to respond and deal with under-lying anxiety that can be counter-productive to learning)</i>
<i>Assess and baseline progress in phonics and reading; identify learning gaps and put in place catch-up, recovery interventions and support.</i>	<i>Pupils who exhibit gaps in phonics knowledge and application make progress to bring them back in line with national expectations and peer groups.</i>
<i>Writing and maths – identify areas of weakness and put in place catch-up, recovery interventions and support.</i>	<i>Pupils show good progress towards national expectations and in line with peer groups.</i>
<i>All pupils have access to all sporting and enrichment opportunities available.</i>	<i>Pupils show evidence of a good level of participation and development of skills, confidence and knowledge in line with peer groups.</i>

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: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of new diagnostic materials for assessment</i>	<i>For purposes of baselining and assessing progress such resources can provide valuable insight and pinpoint areas of weakness.</i>	2, 3, 4
<i>Training and resources for additional intervention programmes</i>	<i>To follow up on any recommendations from baseline and ongoing assessments, resources and intervention programmes and materials can make a difference to these targeted areas to help the children make progress.</i>	2, 3, 4

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

Budgeted cost: £4 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide additional TA and teacher support for both in-class support and withdrawal for additional tutoring and interventions</i>	<i>When pupils demonstrate a need for additional support, both academically and emotionally, they progress at a faster rate if extra adult input is provided. This also allows for very close differentiation and targeted intervention and support implementation.</i>	1, 2, 3, 4

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

Budgeted cost: £ 3 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure all pupils have equal access to enrichment, sporting and outdoor/adventure activities, including trips related to cross-curricular themes and educational residential events.</i>	<i>Attendance and participation in these events and activities helps build confidence and provides valuable learning experiences and opportunities to further social skills.</i>	1, 5
<i>Purchase of additional sporting and enrichment equipment necessary.</i>		

Total budgeted cost: £ 8,200

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. However, the school closely assessed and monitored progress and well-being. Targeted children have all made progress that continues to be built upon to ensure continuation of well-being and academic catch-up under ongoing, difficult circumstances.

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
Subscriptions including TT Rockstars and Picture News	Maths Circle Ltd Picture News Ltd
Stem – Knex Challenge Anti-Bullying and online safety workshops	Stem/Renishaw Stay Safe Workshops

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?	<i>Two pupils only and funds were used to ensure they had full access to all activities and additional support when needed</i>
What was the impact of that spending on service pupil premium eligible pupils?	<i>These children continue to make appropriate progress in line with national expectations</i>

Further information (optional)

As a very small school, teaching staff are able to carefully assess and target support. The cohorts are very small and can fluctuate widely from year-to-year and this is taken into account in any planning and deployment of staff and resources, making sure that the children receive consistent support, to facilitate them being able to thrive and make good progress.