

## 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	Arkholme C of E Primary
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Joy Ingram
Pupil premium lead	Joy Ingram
Governor	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,822
Recovery premium funding allocation this academic year	£2,830
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	£14,652

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that all pupils' attainment will be sustained and improved.

Our approach will be responsive to common challenges and individual needs, founded in thorough ongoing assessment and not based on assumptions. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure ALL 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 for which all staff take responsibility
- monitor PP pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1.	Regression in learning during Coronavirus Pandemic. National studies indicate the loss of learning from both lockdowns and this has impacted on progress & standards, with some children not in line with the usual academic expectations throughout the school.
2.	Assessments and observations suggest some PP and Vulnerable pupils have greater difficulties with phonics than their peers.
3.	Some pupils have additional, identified social and emotional needs.
4.	There is a very small, key group of pupils in receipt of PP making slower than expected progress despite interventions

## 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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions	Pupil attainment is in line with their peers. Children make at least expected progress through the key stage.
Improved phonic and reading attainment among PP and vulnerable pupils.	reading outcomes in 2022-25 show that PP pupils met the expected standard.
Sustain high levels of wellbeing for all pupils in our school, particularly our vulnerable pupils	Pupils express and demonstrate positive well-being and approaches to life & learning
Intervention closes the gap on attainment	PP children are in line with standards of the non PP children. Children make at least expected progress through the key stage.

## 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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1,2,4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Maintain and where possible raise the quality of social and emotional, Health and Well-being  SEHW-B approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional and well-being skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4
Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups.	EEF research guidance: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	
Promoting learning at home TT rockstars Sumdog Google classroom	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a> "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	1,2,4

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on SEHW-B approaches	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3
Buy in professional support to meet the needs of specific SEW-B challenges	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	3
Well planned transition activities in to ensure smooth transition in Sept Intensive support for the most vulnerable pupils Forest School activities planned for groups of pupils  Daily mile incorporated into the school day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3
Attendance at OOSC provision		3

**Total budgeted cost: £ 16,000**

## 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.

The outcomes we aimed to achieve in 2020/21, our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. The impact was mitigated by our resolution to maintain a high quality broad curriculum, including during periods of partial closure. To ensure smooth transitions and re-integration into school, children returned to their previous year group for the first half of the Autumn term.

Our assessments and observations indicated that pupil's social and emotional well-being were impacted last year, primarily due to COVID 19 related issues. Our current plan takes account of this and builds upon its starting points. The exceptional transition arrangements were critical to identifying pupil well-being and quickly identifying lost and gaps in learning.

### 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