

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	Syresham St James CE Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Katherine Clough
Pupil premium lead	Sharon Haddy
Governor / Trustee lead	Janet Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2936
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1836
Total budget for this academic year	£6772
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	n/a

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that children, no matter what their background or the obstacles that are in their path make good progress and achieve well across all subjects. The purpose of this plan is to support the disadvantaged and vulnerable children in our school, no matter what their starting point.

High quality teaching is the most important teaching approach in our school. This is supported by the headteacher and Senco to support planning and delivery of lessons to ensure that all children are supported appropriately in class. One to one and small group support also plays an important role, building confidence in pupils and allowing opportunity for 'talk for learning' supporting pupils thinking and learning within a lesson.

The pandemic has shown that children's needs are changing or arising in light of different situations that they may have found themselves in. Our response is fluid and responsive to the need for our vulnerable and disadvantaged children. It is essential that all staff are aware of the needs of these pupils in school to ensure that there is a collective responsibility to raise outcomes and expectations for this group of pupils.

Challenges

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

Challenge number	Detail of challenge
1	Progress in English and Maths Following two years of disrupted teaching, assessments and work completed in class show that attainment for disadvantaged pupils is below that of their peers
2	Lack of confidence in their abilities when taking tests Assessments and observations indicate that disadvantaged pupils wellbeing and confidence have been impacted by school closure to a greater extent than other pupils. These findings are supported by national studies. Pupils have anxiety about coming to school and lack of confidence to complete tasks, particularly assessment situations in school in front of their peers, due to so much time in the isolation of their families.
3	Anxiety, lack of confidence, low resilience and self-esteem. Teachers referrals for support to the Senco have significantly increased during the pandemic. 75% of the disadvantaged children have additional support from the Senco and TA team for their social and emotional needs
4	SEN in learning – 13% confirmed diagnosis and/or external support The number of children requiring academic support from the Senco has increased during the pandemic. Disadvantaged children have developed needs that require further support and/or external agencies.
5	Attitudes to learning Disadvantaged children have found it harder to come back into school compared to their peers. They lack enthusiasm for learning and as a result are not producing work at the same standard as their peers.

6.	<p>Attendance</p> <p>Our data shows that attendance for disadvantages pupil is significantly below the school average. Assessments and observations show that this is having a negative impact on progress.</p>
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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
Increased confidence in English and Maths	Improved progress in lessons and at least expected outcome results in Sats tests.
Improved outcome in tests	Children perform well and with confidence in their SATs tests.
Improved confidence and self-esteem.	Children take part in all lessons and extra-curricular activities that are open to them.
Attitude to learning improves	Children say that they enjoy lessons and are keen to be involved in their learning.
Children can manage their emotions, particularly when in situations that make them anxious.	Children have known strategies to use when faced with situations that they find difficult.
Children have appropriate support in class, small group and 1:1 to help the children achieve.	Senco supports children in class and provides class teachers with the tools/knowledge to provide appropriate differentiation in lessons.
Provide support to families through EHAs to help reduce barriers from home through TAF meetings, signposting for support, referrals for counselling etc.	Families feel well supported.

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: £1319

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo support for individual pupils 1:1 support in class	Focus on the individual learner's needs creates a supportive environment where learners confidence increases and there is a higher disclosure of misunderstanding to support next steps in learning. This approach also maximises opportunities for 'talk for learning' and provide timely feedback to support next steps in learning.	1,2,3,4,5,6
Drawing & Talking Course	After completion of Drawing and Talking Therapy, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.	2,3,5

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

Budgeted cost: £3516

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online Mathematics - Subscription to TTRockstars and White Rose	White Rose helps to ensure all children have the same opportunities to learn and the support they need to fully grasp concepts. The philosophy behind White Rose Maths also focuses on making maths fun for children and helping them to find enjoyment in number problems.	1
Before School booster classes for yr6 children. HTLA delivery of before school booster classes 4 days a week for 30 mins each day from January 2022 to May 2022 = 15 weeks	Booster programmes contribute to improved results in many schools and increased pupils' confidence and motivation. An additional benefit – pupils enjoy the classes, their anxiety diminish and their confidence grows.	1, 2

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

Budgeted cost: £ 3407

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo support for pupils 1:1 support in and outside class for children with behavioural and emotional needs	When we look after the mental health of children and develop their coping skills it can help them to boost their resilience, self-esteem and confidence. It can also help them learn to settle themselves, feel calm, and engage positively with their education.	3,4,5,6,
Senco and team Improve self-esteem, resilience and confidence: 1:1 sessions to support managing emotions EHA meetings to support the families 1:1 Well being sessions Time to Talk Tuesday	Improving social and emotional skills help children and young people to: identify and manage their feelings and their behaviour, and reach out for help where necessary. build and manage healthy relationships.	3, 5

Total budgeted cost: £8242

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.

Internal assessments and class books show that disadvantaged children performed lower than their peers last year. Covid-19 meant that the year was disrupted with children learning both at home and at school. Interventions naturally stopped face to face and despite the best efforts on zoom calls, interventions did not run as planned and as a result did not have the outcomes that we had hoped for.

It was apparent that there is an increased and immediate need for our vulnerable learners for future planning, needs that are currently only being unpicked, some that we have maybe not even seen or discovered.

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
White Rose Mathematics	White Rose

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?	Before school pre-SATs booster class
What was the impact of that spending on service pupil premium eligible pupils?	Increased confidence when approaching yr 6 SATs