

Targeted Funds Statement including: Pupil Premium, Recovery Premium funding and School Led Tuition funding

This statement details our school's use of pupil premium, recovery premium funding for the 2021 to 2022 academic year alongside school led tuition funding to help improve the attainment of our disadvantaged pupils.

It outlines our strategies, how we intend to spend these funds 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	Sturry C of E Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	28% (117)
Academic year	2021- 2022
Date this statement was published	November 2021
Date on which it will be reviewed	01 September 2022
Statement authorised by	Victoria Acors
Pupil premium lead	Sophie Metcalf
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,156.00
Recovery premium funding allocation this academic year	£15,515.00
School led tuition	£10,935.00
Total budget for this academic year	£ 172,606.00

Part A: Pupil premium and Recovery premium funding strategy

Statement of intent

As a school set within the context of a deprivation indicator, that is in-line with national average, there is the potential challenge that less advantaged pupils do not have the same starting point, experiences or support as their peers. We identify the barriers this can pose, in both well-being and academic achievement, and as a team of professionals we work together to develop the whole child. As a team we have the highest aspirations for ALL pupils and ensure that disadvantaged pupils receive the same entitlement as their non - disadvantaged peers. We are committed to ensuring that the impact of COVID19 on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch- up strategies.

We aim to:

- Develop a personalised learning approach for all children that promotes self-directed learning and enquiry.
- Develop enabling learning environments which offer flexible seating and resources that promote self-directed learning.
- Develop a Continuous provision approach to teaching and learning in Year 1, including the development of a shared discovery zone and outside areas
- Fully embrace digital technology to remove barriers, develop skills and widen children's horizons and opportunity.
- Provide a well-being team of skilled and experienced professionals who address the social, emotional, and mental health conditions that affect children's school attendance, well-being and learning.
- Develop *all* children's "cultural capital" so that those with "limited experiences" are not at a disadvantage and are able to acquire the essential knowledge and skills to prepare them for future success.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID19 - vulnerable learners whose gaps have widened even further as a result of school closures
2	PP is slightly higher than national average and those with an EHC plan (1.5%) are similar to National

3	The prime area of Communication and Language is low on entry to Reception
4	Closing the vocabulary gap for those who have limited life experiences and opportunities to join in enrichment opportunities, such as school trips included in curriculum to ensure all children share the same experiences.
5	Removing barriers that cause low attendance and lack of engagement with school. The gap between all children's attendance and PP attendance has widened slightly from approximately 2% to 3% difference
6	Boxall assessments carried out on all children in term 1 have highlighted a need for bespoke nurture provision for some of Sturry's disadvantaged families

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
Progress in Reading	Achieve at least national average progress score in KS2 Reading (0)
Progress in Writing	Achieve at least national average progress score in KS2 Writing (0)
Progress in Maths	Achieve at least national average progress score in KS2 Maths (0)
Phonics (Year 1 and Year 2)	Achieve inline or above the national average expected standard
GLD - EYFS	Achieve 85% GLD
Improve attendance of disadvantaged pupils and reduce % of persistent absentees	At least in line with the LA average

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language development underpins early years and year 1 practice so that the vocabulary gap closes and speech and language barriers are removed.</p> <p>The development of a Discovery Area between EYFS and Y1, focussing on the use of role play areas to support the develop language</p> <p>Speech and Language link £584</p> <p>Speech and Language therapist £4,900 (12 days)</p>	<p>A well-balanced approach to developing early Literacy skills which gives pupils' opportunities to enjoy a language rich environment in the indoor and outdoor provision. (<i>EFF Early Literacy approaches- moderate impact</i>)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (<i>EFF Early years Intervention – moderate impact</i>)</p>	1,2 & 3
<p>Little Wandle Letter and Sounds Phonics (complete Systematic Synthetic Phonics programme) purchased and all staff fully trained. £2,500</p> <p>Purchase further decodable books to ensure that the reading texts complement the Little Wandle Phonics scheme £5,000</p>	<p><i>(EFF Phonics moderate impact for very low cost)</i> <i>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</i></p>	1 & 2
<p>Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.</p>	<p>CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary.</p> <p><i>(EFF Communication and language approaches- high impact)</i></p>	3
<p>External CPD on early number skills to improve the teacher's knowledge of early number skills which children need to build upon as they move through their Primary years. CPD will include training through the EY Maths site and the NCETM Mastery Maths programme</p>	<p>Work with the maths hub and purchase resources to embed Teaching for Mastery across all year groups.</p> <p><i>(EFF Mastery learning Moderate impact for low cost)</i></p>	1

<p>IPads and Digital technology enhances the teaching and learning in all year groups £10,000</p>	<p>(EFF toolkit Digital technology Moderate impact for moderate cost)</p>	<p>All</p>
<p>Ensuring teaching is targeted and considers starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic. Recovery teaching assistant to support assessment and addressing gaps, with a focus on year 5 and 6 £15660</p>	<p>Use of summer term assessments as a baseline. Formative and summative assessments used to re-teach or teach specific concepts or topics, adjust curriculum content in the medium or long term, provide pupils with feedback through which they can address their own areas for improvement, decide which pupils may need additional, targeted academic support. (EFF Feedback High impact for low cost)</p>	<p>All</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Switch- on reading intervention. All KS1 trained class teaching assistants released for 1 hour daily to implement targeted reading intervention. £48720 (at least 1 hours per day on interventions)</p>	<p>This is an intensive 10-week intervention that is based on a one-to-one basis who have been trained in this approach. The focus is on closing the reading achievement gap for vulnerable children working below age expected. (EEF – Switch-on Reading intervention moderate cost and high impact)</p>	<p>1 & 2</p>
<p>First class @ Number maths intervention for EYFS and KS1. 2 Trained teaching assistants released 3 x per week to implement targeted early maths support across EYFS-Y2. The EYFS programme will begin in the summer term for those children who need to secure the number ELGs. Year 1 will begin in Term 2 with the Becoming 1st Class @ Number to secure early number and Year 2 will begin with Becoming 1st Class at</p>	<p>Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be tracked throughout the 10-week programme. The Sandwell Assessment will be used to track impact over the 10 weeks, with a baseline and exit data being tracked.</p>	<p>1 & 2</p>

<p>Number during Term 1 with those children who need to secure and of Y1 number objectives.</p> <p>First class at number and switch on release time (training and resources)</p> <p>£48720 (at least 1 hours per day on interventions)</p>		
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths.</p> <p>3 x TA 6 hours per week</p> <p>£9396</p>	<p>Small group tuition (EFF moderate impact for moderate cost)</p> <p>One to one tuition (EFF moderate impact for high cost)</p>	1 & 3
<p>Pre-teaching and assigning competence will be utilised as a keep up stay up strategy for mathematics for years Y1 to Y6. Whilst digital technology will be able to support this, the focus children will also require adult support for pre-teaching.</p> <p>5x 15 mins a week</p>	<p>Individualised Instruction (EEF moderate impact for very low cost)</p> <p>EEF Report- Improving Mathematics at Key Stage 2 and 3</p>	1 & 2

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

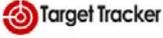
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture support for children in class and in nurture facility to support children not accessing full-time education. Nurture support to provide training for all staff to improve in-class nurture strategies and intervention for social and emotional development.</p> <p>Nurture Teaching Assistant</p> <p>£ 11544</p>	<p>(EFF Social and emotional learning Moderate impact for moderate cost)</p>	1, 4, 5 & 6
<p>The PSA and Trust Safeguarding lead remove barriers that affect the hardest to reach parents and their ability to</p>	<p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social</p>	5 & 6

<p>get their children to school on a regular basis. Parent support Advisor £14 420</p>	<p>Services involvement and referrals to outside agencies</p>	
<p>Enabling environments will improve engagement and address low level behaviour that hinders learning. Children attendance will improve as the classrooms and approaches will focus on social and emotion learning, removing barriers and self-regulation. Flexible seating and enhanced outdoor learning environments £12,000</p>	<p><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i> <i>(EFF Metacognition and self-regulation High impact for low cost)</i></p>	<p>All</p>
<p>Cultural Capital experiences are embedded in the wider curriculum through a carefully planned LTP. There is a LTP for trips and experiences to enhance the children's knowledge of their locality of Kent. Digital Technology is used to widen children's horizons and opportunity.</p>	<p><i>(EFF toolkit Digital technology Moderate impact for moderate cost)</i> <i>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.</i> <i>Ofsted Research (2019) places emphasis on developing cultural capital , particularly for disadvantaged pupils to level the playing field .</i></p>	
<p>The proportion of persistent absentees is in line with the LA and increased attendance of Pupil Premium pupils and pupils with SEN</p>	<p><i>Ofsted (2014) Pupil Premium report said the most successful schools offer support where necessary to improve attendance</i></p>	<p>5</p>

Part B: Review of Pupil Premium strategy outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Reading Interventions: Switch on</p> <p>Inference training (KS2)</p>	<p>Switch On: See COVID catch up statement 2020-2021 and Switch On Case Study</p> <p>Inference Training: In Year 3 the accelerated progress is shown below. Only one child made less than expected progress for a 'normal' academic year, despite disruptions.</p> <table border="1" data-bbox="424 654 1015 1010"> <thead> <tr> <th>All Pupils (11 pupils)</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Progressed by 11 steps or more</td> <td>0 (0%)</td> </tr> <tr> <td>Progressed by 10 steps</td> <td>1 (9.1%)</td> </tr> <tr> <td>Progressed by 9 steps</td> <td>1 (9.1%)</td> </tr> <tr> <td>Progressed by 8 steps</td> <td>4 (36.4%)</td> </tr> <tr> <td>Progressed by 7 steps</td> <td>3 (27.3%)</td> </tr> <tr> <td>Progressed by 6 steps</td> <td>1 (9.1%)</td> </tr> <tr> <td>Progressed by 5 steps</td> <td>0 (0%)</td> </tr> <tr> <td>Progressed by 4 steps</td> <td>0 (0%)</td> </tr> <tr> <td>Progressed by 3 steps</td> <td>1 (9.1%)</td> </tr> </tbody> </table>	All Pupils (11 pupils)	Reading	Progressed by 11 steps or more	0 (0%)	Progressed by 10 steps	1 (9.1%)	Progressed by 9 steps	1 (9.1%)	Progressed by 8 steps	4 (36.4%)	Progressed by 7 steps	3 (27.3%)	Progressed by 6 steps	1 (9.1%)	Progressed by 5 steps	0 (0%)	Progressed by 4 steps	0 (0%)	Progressed by 3 steps	1 (9.1%)
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<p>Speech and Language Link (EYFS)</p>	<p>91% of pupils made accelerated progress in Communication and Language in the Reception cohort. On entry to Reception, 28% of children had age appropriate skills in communication and language and at the end of the year this had increased to 93%.</p>																				
<p>Bug Club, Numbots and Times Table Rock stars</p>	<p>During remote learning and in school , Bug Club and TTRS were a focus for learning and practising essential skills. Pupil Premium pupils , who did not have access to digital technology, were provided with iPads by the Trust. Pupils who were not accessing home learning were invited into school during the lockdowns.</p>																				
<p>1st Class @ Number Intervention</p>	<p>The training was completed by the Maths lead and the selected TAs to deliver the interventions in year 1 and 2. See Case Study.</p>																				
<p>Parent Support Advisor</p>	<p>The PSA and the well-being team have supported families during the numerous lockdowns. The PSA has worked closely with the Trust safeguarding lead, the Nurture lead and the Trust safeguarding lead to reassure parents during COVID restrictions so that they feel confident about sending their children to school. The PSA supported families who were affected by the lockdowns through providing food vouchers, food hampers, white goods and supporting with housing/early help referrals. The PSA and Trust safeguarding lead were creative when signposting to support family's mental health issues during these challenging times.</p>																				

Nurture Teaching assistants	Nurture had a massive impact during COVID with the full-time children all present during the lockdowns and supported in school. On return to school, in March, focus children who had been affected by lockdown were able to access this provision and SEMH barriers were reduced- see Boxhall assessments.																														
Phase Leader TLRs, with a focus on reading	<p>Reading progress for KS2 last year showed 91% of children made at least expected progress in reading, taking into account the disrupted learning due to Covid.</p> <p> Target Tracker</p> <p style="text-align: right;">02 November 2021</p> <p style="text-align: center;">Progress Breakdown Y3, Y4, Y5, Y6, Y7 - All Pupils (285 pupils)</p> <p style="text-align: right;">Sum2 2019-20 to Sum2 2020-21</p> <table border="1" data-bbox="675 445 1142 622"> <thead> <tr> <th>All Pupils (285 pupils)</th> <th>Reading</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Progressed by 6 steps or more</td> <td>243 (85.3%)</td> <td>243.0 (85.3%)</td> </tr> <tr> <td>Progressed by 5 steps or more</td> <td>256 (89.8%)</td> <td>256.0 (89.8%)</td> </tr> <tr> <td>Progressed by 4 steps or more</td> <td>260 (91.2%)</td> <td>260.0 (91.2%)</td> </tr> <tr> <td>Progressed by 3 steps or more</td> <td>268 (94.0%)</td> <td>268.0 (94.0%)</td> </tr> <tr> <td>Progressed by 2 steps or more</td> <td>269 (94.4%)</td> <td>269.0 (94.4%)</td> </tr> <tr> <td>Progressed by 1 step or more</td> <td>269 (94.4%)</td> <td>269.0 (94.4%)</td> </tr> <tr> <td>No steps progress</td> <td>2 (0.7%)</td> <td>2.0 (0.7%)</td> </tr> <tr> <td>Regressed</td> <td>0 (0%)</td> <td>0.0 (0%)</td> </tr> <tr> <td>Missing Data</td> <td>14 (4.9%)</td> <td>14.0 (4.9%)</td> </tr> </tbody> </table>	All Pupils (285 pupils)	Reading	Average	Progressed by 6 steps or more	243 (85.3%)	243.0 (85.3%)	Progressed by 5 steps or more	256 (89.8%)	256.0 (89.8%)	Progressed by 4 steps or more	260 (91.2%)	260.0 (91.2%)	Progressed by 3 steps or more	268 (94.0%)	268.0 (94.0%)	Progressed by 2 steps or more	269 (94.4%)	269.0 (94.4%)	Progressed by 1 step or more	269 (94.4%)	269.0 (94.4%)	No steps progress	2 (0.7%)	2.0 (0.7%)	Regressed	0 (0%)	0.0 (0%)	Missing Data	14 (4.9%)	14.0 (4.9%)
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Part C: School-Led Tutoring funding

Intent

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education. The Government has offered schools and academy trusts a new expanded tutoring offer from the start of this academic year 2021/22.

Schools and academy trusts can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring (existing staff such as teachers or teaching assistant or another professional educator). Internal staff will undertake the free training programme, from the DFE, before delivering tutoring.

We have chosen the School-Led Tutoring route where all eligible state-funded schools and academy trusts are given a ring-fenced grant to fund locally sourced tutoring provision for disadvantaged pupils. This gives us the opportunity to provide an intervention teacher, that may be familiar, who will deliver intensive and individualised academic support to pupils in either one-to-one or small group arrangements.

This approach to tutoring has a positive impact on pupil's academic progress which is backed by the research provided by the EFF. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.

Research also shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation from the EFF on Primary Tuition, found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.

Implementation

Pupils targeted for tutoring

The School-Led Tutoring will focus on providing tuition to disadvantaged and vulnerable pupils who we know have faced more barriers during school disruptions and their well-being and academic progress has been adversely affected. This will include pupils eligible for pupil premium but could also include pupils with other types of disadvantage or additional needs, including Special Educational Needs and Disabilities (SEND), children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

We will be focusing the tuition on Reading and Maths, given the importance of these subjects in improving wider pupil outcomes.

School Led Tutoring Summary

Delivery approach	Subject	Targeted pupil number
After school tutoring 6hrs 3 x TAs	Maths	
	Year 6 Wildcats x 2 weekly	6
	Year 6 Dragons x 2 weekly	3
	Year 5 Penguins and Foxes x 2 weekly	6
		Total Children: 15
Intervention TA Upper KS2	Term 2 onwards 3 x weekly	
	<u>Year 5</u>	
	8.45 – 9am - Year 5 Pre-Teaching	3
	9 – 9.30am – Year 5 Reading focus group	6
	9.30 – 12pm – Year 5 Maths focus group	9
	<u>Year 6</u>	
	Reading focus group x 2 weekly (1hr)	8
		5
	Reading inference focus group x 1 weekly (30 mins)	9
	Maths focus group x 2 weekly (1hr)	5
Maths Arithmetic group x 1 (30mins)	8	
Maths problem solving x 2 (1hr)		
		Total Children: 48