

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

This statement details our school's use of pupil premium 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	399
Proportion (%) of pupil premium eligible pupils	27%
Academic year	22/23
Date this statement was published	20 th September '22
Date on which it will be reviewed	20th September '22
Statement authorised by	
Pupil premium lead	Michelle Mannings
Governor / Trustee lead	

Funding overview

Detail	Amount
PE Funding	£19,510.00
Pupil premium funding allocation this academic year	£ 157,888.00
COVID Catch Up	£11,016.00
Recovery Premium	£16,530.00
Total budget for this academic year	£204,944.00

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 aim to:

- Quality first teaching, high expectations and Inclusive teaching underpin our practice.
- 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	Gaps between student groups
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	48% of families on the Persistent absentee list are in receipt of pupil premium funding.
6	Removing barriers that cause low attendance and lack of engagement with school.

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 national average progress score in KS2 Reading (0)
Progress in Writing	Achieve national average progress score in KS2 Writing (0)
Progress in Maths	Achieve 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	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>Speech and Language link</p> <p>Speech and Language therapist (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. (EFF Early Literacy approaches- moderate impact)</p> <p>Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact)</p>	1,2 & 3
<p>Embed Little Wandle Letter and Sounds Phonics (programme) purchased and all staff fully trained</p>	<p>(EFF Phonics moderate impact for very low cost)</p> <p>DFE Validation of a Systematic, Synthetic, Phonics Programme (SSP)</p>	1 & 2

Resources for home for PP children		
Order extra sets of all phase books		
SEND resources for Little Wandle		
Rapid Catch Up resources		
Adopt a whole school structured approach to the teaching of vocabulary and ensure all staff have adequate training and support to implement this.	CPD on closing the vocabulary gap and implementing a whole school approach to explicitly teaching Tier 3 vocabulary. (EEF Communication and language approaches- high impact)	3
External CPD and resources for Power Maths		1
Year 3 workbooks		
IPads and Digital technology enhances the teaching and learning in Year 3	(EEF toolkit Digital technology Moderate impact for moderate cost)	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switch- on reading intervention. All KS1 trained class teaching assistants released for 1 hour daily to implement targeted reading intervention.	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)	1 & 2
First class @ Number maths intervention for EYFS and KS1. 2 Trained teaching assistants released 3 x per week to	Develops targeted children's number and calculation ability and their mathematical understanding, communication and reasoning skills. Entry and exit data will be is	1 & 2

<p>implement targeted early maths support.</p> <p>First class at number and switch on release time (training and resources) (at least 1.5 hours per day on interventions)</p>	<p>tracked throughout the 10-week programme</p>	
<p>Deliver targeted small group or individual tuition for identified KS2 children in reading and maths. 3 x TA 6 hours per week</p>	<p>Small group tuition (EFF moderate impact for moderate cost) One to one tuition (EFF moderate impact for high cost)</p>	1 & 3

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. Nurture Teaching Assistant</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 get their children to school on a regular basis. Parent support Advisor Hub Safeguarding Lead</p>	<p>With 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 Services involvement and referrals to outside agencies</p>	5 & 6
<p>KS2 Snack boxes provided to ensure children are ready for learning</p>		
<p>PP case studies</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.</p> <p>Flexible seating and enhanced outdoor learning environments</p>	<p><i>(Collaborative learning EFF toolkit Moderate impact for low cost)</i></p> <p><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.</p> <p>Subsidise PP families for trips</p> <p>There is a LTP for trips and experiences to enhance the children's knowledge of their locality of Kent.</p> <p>Digital Technology is used to widen children's horizons and opportunity.</p>	<p><i>(EFF toolkit Digital technology Moderate impact for moderate cost)</i></p> <p><i>EFF – outdoor adventure learning shows positive benefits to academic learning and self- confidence.</i></p> <p><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>
<p>An Attendance team work closely with families to support regular attendance and remove barriers</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.

Switch on	Children's impact high from this intervention Levels and gaps reduced and barriers removed
Speech and Language Link (EYFS)	All children assessed High level of intervention success Children referred to Speech and language therapists
Whole School Nurture Training and Mental Health DFE training module	All classes Nurture classes
Reading TLRs	Little Wandle introduced both phonics and reading in KS1 and EYFS
Parent Support Advisor	Families supported Vulnerable families received high level support Close liaison between professionalas
Nurture Teaching assistants	Children emotional support provided Morning support received from Nurture Manager Whole class support and impact enabling everyone to flourish and share the best of themselves

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		
Intervention TA Upper KS2		