

# 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	Llangrove CE Academy
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	24.32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Dean
Pupil premium lead	Sarah Dean
Governor / Trustee lead	Chris Harris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,320
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	£17,115

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Llangrove CE Academy is to give all pupils the opportunity to fulfil their potential by providing encouragement, stimulation and a creative curriculum learning environment. We work together with pupils and parents to ensure that each child leaving our school is as well-equipped as they can possibly be to succeed in their teenage and adult lives. Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

### **Context:**

We are a Church of England Aided School and Christian Values provide a framework for the day to day life of the school. We aim to ensure that the school provides purposeful, effective education in a happy and stimulating environment where the children feel secure and comfortable within a caring, family atmosphere. Children are helped and encouraged to make positive contribution to all aspects of school life, to develop individual interest and to recognise the abilities and needs of others as caring citizens within the school and the wider community.

We believe that our environment provides a wonderful stimulus for learning. Our school is set in the heart of the village community of Llangrove and serves a large rural catchment area. We are a small school of just over seventy pupils, grouped in three classes – Acorn, Beech and Oak .

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### **Key Principals:**

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Lack of enrichment opportunities which can prevent the development of vocabulary and knowledge – this directly effects reading and writing attainment and progress.
2	Low mathematic basic skills, reasoning and fluency.
3	Attendance, social, emotional and behavioural issues for key children across the school have a detrimental effect on their academic progress.
4	Access to wider opportunities can be more restricted owing to finances
5	Some parents experience difficulties supporting pupils with homework.
6	Limited access to the internet and IT equipment at home.
7	Some pupils do not always have a healthy diet which can limit focus and concentration in class.

## 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 enrich the curriculum and provide experiences to enhance progress in academic, social and emotional development.	Improved attainment and progress in reading and writing for PP children across all year groups to match national data, especially in KS2.
Improved behaviour and emotional resilience for targeted pupils.	Fewer incidents recorded for these pupils on the school system.
Accessibility to extra - curricular experiences is not restricted because of finances and the extra interest will be seen throughout the pupils work and discussions.	Pupils will be able to attend a wider range of extra - curricular experiences and the impact of this will be seen in their work and discussions.
Parents of pupils eligible for Pupil Premium funding are engaged in their child's learning and can support them to complete work at home.	Increased parental involvement and dialogue with school.  Parents feel enabled to support pupils at home.
Pupils eligible for Pupil Premium funding in Key Stages 1 and 2 have access to the internet to allow them to enhance their learning through research or engagement with internet – based learning programs.	All pupils eligible for Pupil Premium Funding in Key Stages 1 and 2 are provided with opportunities to use the internet to complete projects or access programs such as 123 Maths, Nessy and SPaG.com.
Increased focus in class with improved learning. Encouraging healthy eating and diet.	Pupils eligible for free school meals also have the opportunity for free school milk. KS2 FSM pupils receive a hot meal every day.

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)

Approx. Budgeted cost: £4,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training: Talk4Writing; Talk4Reading; Floppy Phonics & THRASS	TAs and teachers noticed the improvements in knowledge and application as children progress. The setting up of THRASS spelling intervention scheme for KS2 was hugely successful from Sept 19. to March 20 and the PP children responded well to the daily/weekly routine.	1
PenPals Handwriting	PenPals is established as the school handwriting scheme ensuring continuity and clear handwriting expectations. Pupils make accelerated progress. Pupils are at least in-line with others pupil nationally.	1
Training: Maths Mastery	Those students that do not achieve Mastery are given additional support in learning. This cycle continues until they accomplish Mastery, and they may then move on to the next stage. This has led to an improvement in the children's Maths ability. Children will become more independent in their use of strategies to help maths skills and ability.	2
New Teacher: Additional Maths Tuition	An additional maths teacher has been employed to work with targeted KS2 Pupil Premium children and small groups. Children will become more independent in their use of strategies to help maths skills and ability.	2
Forest School lead and CPD	This activity based intervention focusses on developing social and emotional understanding. This gives pupils the time and space they need to discover, experiment and consolidate through play and facilitated experiences and learn new skills.	3

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

Approx. Budgeted cost: £8,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to have access to IT equipment	This will be used to support Maths and English basic skills in school in order for the children to maintain good progress with their learning. As well as this, IT equipment will ensure that all children will be able to access all subjects in home learning in the event of a full or partial lockdown.	1, 2 & 6
TA Support in all classrooms throughout the school day.	This will lead to a marked improvement in the children's ability to be supported as they take part and achieve within all areas of the curriculum.	1 & 2
1:1 and small group support	Additional support with qualified staff in reading, writing and Maths, in addition to standard lessons will ensure good progress is made during the year.	1 & 2

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

Approx. Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for targeted families by employing a Family Support Worker and releasing Headteacher to facilitate regular attendance strategy meetings.	There is a direct link between school attendance and academic outcomes. If we can increase the attendance, then there is a much greater chance of success for disadvantaged children.	3
Good to be Green	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	3
Wider curriculum opportunities	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	4

Increased parent involvement & dialogue with school	Parents will be able to have remote parent consultations/open classes which empower them to support their pupils at home.  Regular school newsletter, Seesaw and Tapestry inform parents of learning. Curriculum overviews are shared with parents on website and their achievements shared via Tapestry (Reception pupils) and SewSaw (KS1 & KS2)	5
Increased Healthy Diet. Free school milk and hot lunches.	Increases pupils focus on learning and health. Increases concentration. Children enjoy their milk and their hot lunch with their peers.	7

## Total budgeted cost: £17,115

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 results will not be used to hold schools to account. Primary school performance measures will therefore not be published for the 2020/21 academic year.

The progress of our pupils / % of children expected to achieve for ARE Reading, Writing and Maths was carried out by teaching staff (using Rising Stars assessments) and monitored by SLT and reported at termly Governor meetings.

## 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
TT Rockstars (Times Tables)	<a href="https://trockstars.com/">https://trockstars.com/</a>
Seesaw (online Platform)	<a href="https://web.seesaw.me">https://web.seesaw.me</a>
Tapestry (online Journal Platform)	<a href="https://tapestryjournal.com">https://tapestryjournal.com</a>
Dyslexia Gold (Reading unlocked)	<a href="http://dyslexiagold.co.uk">http://dyslexiagold.co.uk</a>
Nessy Learning Programme	<a href="https://www.nessy.com">https://www.nessy.com</a>
123Maths	<a href="https://www.123maths.co.uk">https://www.123maths.co.uk</a>
White Rose Maths	<a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>

