

North Cerney CE Primary Academy 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	North Cerney CE Primary Academy
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	15/10/2021
Date on which it will be reviewed	Sept 22
Statement authorised by	Chair of Governors
Pupil premium lead	Suki Pascoe
Governor / Trustee lead	Sophie McCracken

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6830
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8630

Part A: Pupil premium strategy plan

Statement of intent

At North Cerney Primary Academy we ensure that teaching and learning meets the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

Pupil premium spending focuses on supporting children to achieve their potential, aiming for all children to achieve at least age-related expectations. The use of the pupil premium funding aims to secure effective engagement from all pupils. This may require support in their basic physical needs, educational and emotional support and extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be achieving at an age-related level and have conceptual gaps or misconceptions.
2	In some cases, learning skills may need developing, e.g. metacognition, organisation and resilience.
3	In some cases, access to resources, such as books, libraries and life experiences.
4	In some cases, a lack of support outside school including reading, homework and spellings etc
5	Historic attendance issues have led to gaps in children's learning. PP attendance for some children is below non PP children

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
Strengthen the quality of Teaching and Learning across the school.	<ul style="list-style-type: none">PP pupils reaching ARE has increased

	<p>Support staff will support learning effectively.</p> <ul style="list-style-type: none"> • PP results will match those of non PP children • Additional intervention sessions will take place, based on gaps/need.
1:1 Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations or not making expected progress.	<ul style="list-style-type: none"> • More children reach AREs for reading, writing and Maths. • Pupils read regularly outside of normal class reading. • Pupils will be given support and opportunity to complete homework tasks in school where necessary.
1:1 support for disadvantaged pupils: Creating teaching and learning opportunities that foster improved learning behaviour.	<ul style="list-style-type: none"> • Whole school training around emotional needs, ACE's and emotion coaching.
1:1 and group sessions to support children who are not heard read at home or do not have the opportunity to do their homework.	<ul style="list-style-type: none"> • Targeted PP children are prioritised as daily readers. • Homework opportunities are built into school week for those that need it
Pupils will be proactive, organised and enthusiastic learners.	<ul style="list-style-type: none"> • Nurture provision provided as required, both in class and through adult support. • Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day
Attendance: historic attendance issues has meant that there are previous gaps in children's learning, Attendance is still monitored closely.	<ul style="list-style-type: none"> • Attendance for all PP children improving – 2020-21 at 95% • Phone calls are made on first day of absence. • FSW, resilience and emotion coaching

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: £1760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shirley Clarke AfL Training	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	2
<i>Phonics Training</i>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,4
<i>Accelerated reader</i>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p>	1,3,4

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

Budgeted cost: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA Support</i>	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1,2,4,5
<i>Teacher 1:1 intervention JW</i>	On average, individualised instruction approaches have an impact of 4 months' additional progress.	1,2,4,5

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

Budgeted cost: £ 4470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Trips	Mahoney, Cairns & Farmer (2003)'s 8-year longitudinal study in the USA context found that extra-curricular activities had a significant positive effect on educational outcomes (including achievement and attendance) and a reciprocal positive association with educational aspirations across adolescence.	3
<i>Counselling sessions</i>	The average impact of successful Social and Emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.(EEF)	2
<i>Books</i>	"The research report, Book ownership and reading outcomes , found that children who	1, 3, 4

	own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level.” (National Literacy Trust)	
<i>Support for Clubs</i>	Understanding Society report, “...there is evidence that extra-curricular activities play a prominent role in narrowing the inequality gap between advantaged and disadvantaged young people.” (An Unequal Playing Field Report, Understanding Society 2016)	3
<i>Attendance</i>	TA time as FSW to work on emotion coaching and improving resilience	5

Total budgeted cost: £ 8630

The average impact of successful Social and Emotional learning interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.

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.

Cohort	Pupil Premium chn	Non Pupil Premium chn
English standardised scores over 100 from GL Assessment		
Y1	50%	60%
Y2	75%	100%
Y3	NA	100%
Y4	50%	85%
Y5	0%	75%
Maths standardised scores over 100 from GL Assessment		
Y1	0%	60%
Y2	100%	63%
Y3	NA	100%
Y4	100%	92%
Y5	0%	75%
Y1 Phonics Screen (2020)	100%	88%
EYFS % achieving GLD	N/A	100%
Y2 % achieving EXS or higher in Writing, Reading and Maths	100%	88%

Y6 % achieving EXS or higher in Maths	75%	83%
Y6 % achieving EXS or higher in Reading	75%	83%
Y6 % achieving EXS or higher in Writing	50%	67%
Whole school % achieving at least ARE in Reading Writing and Maths (Teacher Assessed)		
Y6 CATS scores		
EGPS SS 100+	100%	100%
Reading SS 100+	100%	100%
Maths SS 100+	100%	100%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	£620
What was the impact of that spending on service pupil premium eligible pupils?	Spelling small support to maintain pupil progress

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.