



## **Pupil Premium 2021 – 2022**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

At Allithwaite CE Primary School, we plan to spend the pupil premium allocation in order to ensure that all our PP children make progress in line with or above that of their peers. Our strategy is responsive to the individual needs and circumstances of each child and identifies the range of barriers to academic attainment. It is our aim that all the children will realise and reach their full potential and leave primary education confident in their ability to achieve academically.

We measure the impact of our strategy through pupil attainment and pupil progress at regular assessment checkpoints. We monitor children's engagement in extra-curricular activities and the wider curriculum. Most importantly, we monitor the child's learning attitudes and their self-confidence and worth through pupil survey, observation.

We review our pupil premium strategy with the Governing body three times annually. Once at finance committee, once at curriculum committee and once at Full Governing Body meeting. Reviews report against financial value/impact, pupil attainment & attitude to learning and engagement in enrichment activities.

# Pupil premium strategy statement

## School overview

| <b>Metric</b>  | <b>Data</b>                        |
|--|------------------------------------|
| School name  | Allithwaite CE Primary School      |
| Pupils in school   | 97 R – Y6<br>107 including nursery |
| Proportion of disadvantaged pupils   | 10%                                |
| Number of disadvantaged pupils for academic year 2021-2022 included within this monetary value | 10                                 |
| Pupil premium allocation this academic year  | £15, 450                           |
| Academic year or years covered by statement  | 2021 – 2022                        |
| Pupil premium lead   | G. Elliott                         |
| Governor lead  | C. Lamb                            |
|  |                                    |

| <b>Barriers to academic achievement – Internal</b>                           | <b>Actions</b>   | <b>Costings approx</b>  |
|--|--|---|
| A – Previous low attainers at KS1  | Teaching assistant hours to allow for small focused group teaching and intervention groups in LKS2.<br><br>Maths/x tables/spelling and maths shed subscription<br><br>SENCO led SEN group work, weekly session term 2. | Math TA led group during maths lesson: one hour x 5 mornings x 18 weeks<br>£1, 620<br><br>£45<br><br>£450 |
| B – Previous high attainers not converting progress measures                 | Math challenge Group<br><br>SATs Booster materials   | STA led challenge group weekly intervention term 2 onwards £450<br><br>£75                                |
| C – social, emotional and mental health                                      | Decider Skills Training for all staff<br><br>Decider skills 1:1 support 6 week programme for identified children<br><br>ARTiculate – art therapy 1:1 support 6 week programme for identified children                  | £250<br><br>£360<br><br>£360  |
| D– phonics catch up /covid impact  | LKS2 catch up phonics scheme of work<br><br>Text resourcing<br><br>Spelling Shed subscription and staff training   | £200<br><br>£750<br><br>£250  |
| E – Current reading standard and comprehension strategies below age expected | Catch up reader age and reading level appropriate texts.<br><br>One to one daily reading sessions  | £250<br><br>£3,420  |
| F – Current spelling standard below age expected                             | Spelling intervention – small group adult led daily session  | STA led challenge group weekly intervention term 2 onwards £450   |

|  |  |                                 |
|--|--|---------------------------------|
| G – sensory needs  | Sensory resource budget to create sensory room<br><br>Sensory expert staff member to coordinate provision<br><br>Weekly sensory 3:1 group expert led | £1, 000<br><br>£475<br><br>£950 |
| H – communication and Interaction  | Speech and language staff CPD  | £250                            |
| <b>Barriers to academic achievement – external</b>                                       | <b>Actions</b>   |                                 |
| I – no homework engagement & limited reading /poor attitude towards reading for pleasure | Staff led homework club after school term one<br><br>Media and online reading resources  | £450<br><br>£750                |
| J – family instability and low income  | Free wrap around child care provided when parent working<br><br>Financial contributions to education enrichment outside of school                    | £2, 500<br><br>£1, 000          |

All amounts are rounded and subject to receipt of final figures.

## Appendix 1

Our pupil premium for the academic year 2020 - 2021 was allocated to 14 pupils. The identified barriers to learning were:

|   |
|---|
| <b>Barriers to academic achievement – Internal</b>  |
| A – Previous low attainers at KS1   |
| B – Poor engagement in remote learning provision resulting in academic gaps                 |
| C – Child’s low self esteem   |
| D – New to school   |
| E – Previous high attainers not converting progress measures/ lack of face to face teaching |
| F– Speech and language development  |
| G – Anxiety relating to transition to secondary school                                      |
| <b>Barriers to academic achievement – external</b>  |
| H – no reading outside of school/poor attitude towards reading for pleasure                 |
| I – External COVID barriers to accessing the outdoors and/or enriching activities           |
| J – family instability and low income   |

Covid-19 continued to impact on face-to-face teaching. With the exception of one pupil with an EHCP, identified pupils from 20-21 made expected or better academic progress according to teacher assessment.

Pupil engagement in learning both remotely and at school was excellent. Children coped well at transition points and excellent bespoke year six to year seven transition plans were coordinated by SENCOs.

Staff engaged in purposeful online training for continuous professional development relating to pupil and adult mental health and well-being.

School completed poverty proofing audit and action plan. School funded enrichment activities.