

## 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	Bowes Hutchinson's CE VA Endowed Primary
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	20% (based on 12)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 -2023
Date this statement was published	23/11/2021
Date on which it will be reviewed	March 2022
Statement authorised by	Finance committee
Pupil premium lead	CA Matthewman
Governor / Trustee lead	A Butler

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17140
Recovery premium funding allocation this academic year	£2066
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£00.00
<b>Total budget for this academic year</b>	£19206

## Part A: Pupil premium strategy plan

### Statement of intent

- We want **all** our children to achieve their full potential academically, socially and emotionally and to be able to access all areas of school life and we will use the pupil premium to achieve this. Our intention is that all of our children reach at least expected standards and children with an additional need make the best progress possible.
- Quality first teaching supports our children to be the best they can be. Our pupil premium is used holistically to help close gaps to improve attainment and to allow all our children including our disadvantaged children to make progress regardless of their starting points. As a small school, we know our children well and can identify individual need and act upon it promptly to ensure that learning is effective for all our children. We embrace research and are willing to learn and adapt to improve further our outstanding practice
- Our pupil premium strategy links to our ethos and values. We are proactive in our support for any SEMH issues which may impact upon learning and staff are vigilant re wellbeing and ensuring that all children feel safe and secure to continue their learning.
- Covid recovery plans are tailored to individual needs and are part of a whole school approach to keeping standards high and maximising progress. All staff are committed to this outcome.

### Challenges

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

Challenge number	Detail of challenge
1	SEN – a significant number of our PP children also have various and complex SEN needs which affects their ability to make sustained and meaningful progress.
2	Some children arrive in school with very poor language skills.
3	Some children have fine and gross motor skills issues.
4	For some families, the cost of the school day is high and this can lead to difficulties accessing extended services and provision and attendance issues.
5	Some children do not read/are not read to at home and have poor skills.

6	Home circumstances have resulted in gaps and differences in engagement with learning during Covid lockdown.
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## 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
SEN children will be supported to enable good progress and attainment through in class support and where necessary, short interventions that do not result in a narrowing of the curriculum. High expectations will be maintained for all pupils.	SEN children will make at least good progress relevant to their starting points and we will make progress closing the attainment gap. All children will be challenged to make the best progress possible. SEN specific needs will be addressed
All children will read at school expected age related expectations	Language, phonic and reading skills will improve.
Children will display good coordination and dexterity.	Gross and fine motor skills will improve.
Children's attendance will be good and disadvantaged children will participate fully in school life.	Our actions in this regard, support good attendance and punctuality as well as SEMH. Attendance and punctuality will improve and children will take part in trips and extended curriculum.
SEMH will be be positively impacted, improving ability to learn.	Children will learn and remember more more across the curriculum.
Covid gaps will be addressed and any disadvantage due to covid will be readdressed.	Children will enjoy a rich and fulfilling curriculum.

## 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: £2166

Activity	Evidence that supports this approach	Challenge number(s) addressed
Temporary teacher hours to deliver catch up /closing the gap teaching in small groups – extra hours for teacher delivering tutoring (5 hours excluding tutoring)	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5,6

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

Budgeted cost: £4040

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA/TA delivering small-scale interventions little and often to allow them to close the gaps and make accelerated progress for phonics and reading/reading comprehension skills	EEF+4 <a href="http://publishing.service.gov.uk">Research for education inspection framework (publishing.service.gov.uk)</a>	1,5,6
TA delivering Gross and fine motor skills programme	Previous success, recommended programme from OT specialist	1,3

Early identification of speech and language needs. Intervention and support for identified children through NELI and Talking Dales. SEND identification and early intervention	NELI gov accredited EEF identifies early intervention as high impact.	1,2,5,6
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wraparound care and school trips will be discounted for pupil premium children. Attendance will be improved for certain children	<a href="https://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a> p5  <a href="https://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a>	4

**Total budgeted cost: £19206**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Onsite and online learning engagement was high but some PP children accessed less learning than others. These children were supported by telephone calls and one to one teams which subsequently increased engagement and helped with closing the gap.

Savings from wrap around care were redirected by increasing TA support for those children who were in school and those children who accessed online learning.(Additional TA hours)

Consequently, our records show that pupil premium and disadvantaged children made better progress than they would have otherwise done without intervention. Engagement with external services continued via Teams and some children were given extra support. Online small group work for phonics took place and one to one reading and reading support were supplied by the HLTA and Tas. Activities for fine and gross motor skills were sent home for children to complete with parents and continued for those in school. Please see summary report on website.

NELI took place for those in school.

### Externally provided programmes

Programme	Provider
RWI KS2 Spelling	OUP
Twinkl	Twinkl
White Rose Premium	White Rose
Access to schemes of work, guidance	PSHE Association
Lexia Phonics, spelling and grammar	Lexia

## Further information (optional)

*We are a small rural school and our greatest strength is that we work closely as a team and as a staff know our children and their specific needs extremely well so can tailor the curriculum to the children's needs. This results in children feeling that they have a strong relationship with staff and they are able to work and play confidently within school and support their SEN and disadvantaged peers successfully.*