

Pupil premium strategy statement 2021 2022

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	Old Earth School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	15.5% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	15 th October 2021
Date on which it will be reviewed	31 st August 2022
Statement authorised by	Mr D Burns
Pupil premium lead	Mrs E Dixon
Governor / Trustee lead	Mr J Stevens

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£87,425
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£33,000
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	£130,430

Part A: Pupil premium strategy plan

Statement of intent

At Old Earth School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

- Covid 19 response taking into account the re – engagement of pupils and the implementation of the recovery and condensed curriculum.
- Ensuring quality first teaching in every class - Continue professional development for teachers and teaching assistants to ensure quality first teaching in every classroom.
- Providing targeted academic support for pupils who are not making the expected progress In line with DFE and EEF recommendations following COVID-19, and providing a bespoke tutoring programme.
- Addressing any non-academic barriers to attainment such as attendance and behaviour, should they arise
- Ensuring that the PPG benefits all pupils, particularly those eligible for the PPG

The overarching objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Use of Tutors/ qualified staff returning to the profession for recovery catch up.
- Additional teaching and learning opportunities provided through trained Teaching Assistants or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally including into EYFS.
- Additional learning support.
- Pay for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist software.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication
2	Gaps in reading, writing, maths and phonics
3	Social, emotional and mental health
4	Attendance and punctuality
5	Access to wider opportunities

6	Re-engagement of parents
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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
Progress in Reading	Pupil Premium children to achieve above national average attainment progress scores in KS1 & 2 Reading (0)
Progress in Writing	Pupil Premium children to achieve above national average, attainment and progress scores in KS1 & 2 Writing (0)
Progress in Mathematics	Achieve above national average attainment and progress scores in KS1 & 2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of Pupil Premium children is at least 95%

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: £ 70k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early language, reading and phonics development. (£10k)</p>	<p>Pre-Covid-19 the school had a group of pupils who did not achieve the phonics standard at the end of Year 1 and Year 2. Post-covid there is an identified need to address this for a significant group of pupils. CPD and further resources will also be used in lower Key Stage 2 to address phonics gaps that exist as a result of Covid19 school closures.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p><i>Accelerating progress in reading across Key Stage 2. (£5k)</i></p>	<p>Pre-Covid19 progress in reading was in line with the national average at the end of Key Stage 2. The schools CLL team have identified a training, resource and development need across Key Stage 2 which includes further investment in staff development and reading resources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2</p>
<p><i>Effective support, intervention and consolidation of quality first teaching to ensure disadvantaged pupils make good progress. (£55k)</i></p>	<p>The school has invested heavily in additional adult support over the years and is committed to ensuring that this is effective in ensuring great outcomes for children.</p> <p>The Leadership and Management Team have identified a need to provide CPD for existing staff members to ensure that teaching teams are able to provide outstanding support for learning across the school timetable.</p> <p>The Leadership and Management team have maintained the three class split of the Year 6 cohort to accelerate the progress of the pupils and secure effective transition to Secondary school.</p>	<p>2, 3</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The school has seen the significant impact of school closures and the wider impact of the pandemic on children. Staff development will include securing good practice in relation to pupil well-being so that they are ready to learn.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery/ catch up intervention.(£13k)	<p>Through the schools internal scrutiny of performance data it has identified groups of pupils, including disadvantaged and vulnerable pupils, who require additional small group support to address learning gaps and accelerate progress so they are back on track to achieve expected/ better than expected outcomes. The school will use it's recovery premium budget topped up with some of the Catch Up budget to address this.</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	2
<i>Use of assessment to identify barriers to learning. (FFT subscription £2k)</i>	<p>Regular review of learning and progress using standardised tests and pupil progress reviews in order to tailor the schools 3'l's approach across all year groups.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p>	1, 2
Curriculum adaptations and enhancements to meet the	<p>ACE groups and evidence used to inform the content of the school curriculum and staff CPD.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	1,2,3

needs of PP learners. (£10k)		
Targeted 1:1 and small group interventions delivered by the teacher and Teaching Assistants.	Alongside the schools 3'l's approach the school will develop its approach to consolidating learning for pupils who require this and evidence informed interventions which are tailored to the needs of our children. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	

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

Budgeted cost: £ 38k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development . (£23k)	The school employs a welfare support assistant who works alongside the Leadership and Management Team to support children and families in accessing education and appropriate external support to secure good attendance, academic progress and social and emotional development. https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/	3, 4, 6

<p>Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and experiences to enhance and make learning purposeful and real. (£8k trips) (£2k Clubs funded from Sports Premium)</p>	<p>The school has an established programme of trips, visits and links to local community groups which enhances the curriculum. This includes residential visits in every KS2 year group. It has continued to ensure that parental contributions towards meeting the cost of these are kept as low as possible and, in some cases, provided at no cost to disadvantaged and vulnerable children.</p> <p>In addition to this the school offers a wide range of extra-curricular and enrichment opportunities through before and after school clubs. It continues to target those pupils who would benefit from wider professional opportunities and making these accessible to pupils so that cost is not a barrier to participation.</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>5</p>
<p><i>Improving attendance and punctuality and self esteem of learners.</i> (£5k)</p>	<p>The school has traditionally offered breakfast club, homework clubs and items of school uniform to those children from families who are experiencing the greatest needs. This is aimed at securing good attendance, punctuality and equality of opportunity to extended/consolidation of learning.</p>	<p>4,5</p>

Total budgeted cost: £ 116k (plus 1x UPR3 teacher 0.5)

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.

In 2020/21 we planned to implement our successful approach to Pupil Premium support as all children returned to school following the first national lockdown. We continued to enhance our nurture support and wellbeing provision. The school continued to support our Pupil Premium families during the lockdown and school closure period in a range of ways with all Pupil Premium children being encouraged to attend school for face to face learning in line with our key worker/ vulnerable children provision. The online learning platform 'PurpleMash' was used to provide the children with a range of home learning activities. This was supplemented with paper learning packs for those children and families who are unable or had difficulty accessing digital learning and home visits and enhanced telephone support for families who chose not to send their children to school. Participation in home learning was tracked by class teachers and SLT and telephone calls were made to families that did not engage.

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
Online resources listed.	PurpleMash.

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Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils attracting this funding were given the same additionality as all those attracting the pupil premium grant funding.
What was the impact of that spending on service pupil premium eligible pupils?	This group of pupils was included in the vulnerable group of pupils who were given access to in school teaching during the national lockdown. Additional pupil emotional and learning support was directed to pupils during this time.