



SOUTH MOLTON UNITED CHURCH OF ENGLAND
PRIMARY SCHOOL

PUPIL PREMIUM ACTION PLAN 2021-22

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.

Please read in conjunction with the school's pupil premium action plan for 2021-22, which outlines in more detail the implementation of this strategy statement.

School overview

Detail	Data
School name	South Molton United C of E Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	29% (62 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	Termly (beginning January 2022)
Statement authorised by	
Pupil premium lead	Kevin O'Donnell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£7,540
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	£90,930

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Mobility - there is significant mobility within the school, with many families joining the school outside of normal transition points. This is especially true of children in receipt of PP funding. Additionally, there are significant numbers of new families entitled to FSM due to changes in circumstances during the Covid 19 Pandemic.
2	Lower prior attainment on entry and much more limited experiences and opportunities outside of school, impacting on language, communication, vocabulary and oracy.
3	Parental mental health and well-being (this has been exacerbated by Covid-19 pandemic, but was a significant issue prior to the pandemic) and rural isolation coupled with deprivation and lack of access to opportunity and other services
4	Impact of time out of school during national lockdown periods and associated gaps in learning and understanding as a result of these. This is more pronounced in certain year groups depending on the age of pupils at the time of lockdowns (most pronounced in current year 3 and 4, who were year 1 and 2 at the time of first lockdown)

5	Complex needs and SEN alongside PP
6	On the whole a lower prior attainment profile of children in receipt of PP funding across the school.
7	On the whole for the PP group, greater number and frequency of barriers to learning - language and communication, complex needs, additional needs, positive behaviour for learning, parental engagement and lack of experiences and opportunities.

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
Disadvantaged pupils get off to a strong start with phonics and reading in EYFS and KS1.	Over 80% of disadvantaged pupils pass the Year 1 phonics screening check each year.
Disadvantaged pupils become fluent, confident readers who read widely and enjoy reading.	Throughout all years, disadvantaged pupils show good progress with reading and high level of engagement with reading (KS1- book band and home reading information) (KS2 – Accelerated Reader)
In each of reading, writing and maths the gap between disadvantaged pupils and national is narrowing year on year (use 2019 national data as a baseline) in each of GLD, Year 1 Phonics Screen, KS1 SATs and KS2 SATs.	In each year, the gap between current disadvantaged pupils and 2019 national averages for all other pupils in narrowing by at least 10% each year so that it is consistently in line with or above national.
Increasing proportions of disadvantaged pupils achieve greater depth standards year on year.	Over 3 years, increasing proportions of disadvantaged pupils are achieving GDS standards so that by the end of the period 25% of disadvantaged pupils are achieving GDS in each year group.
All disadvantaged pupils develop a strong foundation of confidence and competence in the key concepts of maths to enable success in future studies.	Progress for disadvantaged pupils is better than expected as a result of quality first teaching, complemented by sharp and precise targeted intervention work.
Disadvantaged pupil's develop a broad vocabulary and good levels of oracy which supports their achievement in all curriculum areas.	Lessons are characterised by high levels of pupil engagement, oracy and broad and ambitious vocabulary.
All pupil's experience a broad, balanced and ambitious curriculum and disadvantaged pupils achieve and progress at least in line with their peers.	Subject monitoring shows that disadvantaged pupils achieve and progress is at least as good as all others.

<p>Pupil's well being and mental health is a priority and children are well supported through their time at the school to become resilient, confident and reflective.</p>	<p>There is a graduated programme of support in place across the school to support pupil well being and mental health.</p>
<p>Pupil's develop "cultural capital" and have high aspirations and have wide ranging experiences and opportunities.</p>	<p>There is a well planned programme of trips, visits and curriculum enhancements to develop pupil's "cultural capital." Disadvantaged pupil's</p>

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, including leadership (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole school – quality first teaching: All teaching is characterised by sharp and precise assessment for learning - “What I need, when I need it”</i></p> <p><i>This will involve</i></p> <p><i>Whole staff training (Teachers and TAs)</i></p> <p><i>Coaching work with teachers</i></p> <p><i>Peer observations</i></p>	<p>EEF Toolkit - Feedback research indicates very high gains at relatively low cost.</p> <p>Key strands-</p> <p>Teaching is precise and sharp and tailored to challenge and support all pupils.</p> <p>Feedback gives pupils the understanding of what they have done well, next steps and how to improve.</p> <p>EEF Guidance shows 50% of pupil premium funding should be used to improve quality first teaching.</p>	4 and 6
<p><i>Whole school – quality first teaching – All teaching sequences and sequences of learning are characterised by a high level of challenge for higher attainers and those with potential for high attainment.</i></p> <p><i>Teaching team meetings</i></p> <p><i>Coaching work with teachers</i></p>	<p>EEF Guidance shows 50% of pupil premium funding should be used to improve quality first teaching.</p>	6 and 4
<p><i>Phonics and Early Reading</i></p> <p><i>Continuing CPD and focus on improving quality of whole class teaching and interventions so that all pupils get a strong start in phonics.</i></p>	<p>EEF Toolkit shows high impact for relatively low cost of focusing on high quality phonics and early reading instruction.</p> <p>High level of proficiency in phonics is closely linked to future outcomes in reading.</p>	2, 6 and 7
<p><i>Key concepts in maths and developing greater fluency.</i></p> <p><i>Whole school focus on approach to teaching key</i></p>	<p>EEF Toolkit evidence on Mastery Learning-high impact for relatively low cost.</p> <p>Key barrier for many children in maths is the lack of number knowledge and recall of key</p>	2, 4 and 6

<p><i>concepts in maths and developing number confidence, fluency and competence.</i></p> <p><i>Whole staff training to enable highly consistent approach across the school with clear progression built in.</i></p> <p><i>Training for TAs to be able to run interventions to support lower attaining pupils.</i></p>	<p>concepts, which hinders attainment in more complex aspects and concepts.</p>	
<p><i>Focus on year 3 (2021-22) which has highest proportion of PP pupils (45%) and additional needs.</i></p> <p><i>Splitting class of 30 pupils into 2 smaller classes of 15 for one academic year to support pupil outcomes by enabling greater small group work within the class.</i></p>	<p>EEF evidence suggests that the impact of this measure is most felt when it enables teaching to take place in more flexible ways that promote – greater interaction between staff and pupils and opportunities for feedback and individual instruction.</p> <p>This is the case with this reduction in class size.</p> <p>Also impact on behaviour and behaviour for learning to minimise disruption.</p>	<p>1, 2, 3, 4, 5 and 7</p>
<p><i>Focus on Oracy across the curriculum and school.</i></p> <p><i>Embedding common approaches to Oracy across the curriculum and school to improve pupil's use of vocabulary and speaking and listening.</i></p>	<p>EEF toolkit evidence on spoken language interventions shows high impact for relatively low cost.</p> <p>Support for attainment and progress across the curriculum as it enables pupils to articulate their learning, knowledge and understanding.</p>	<p>2</p>
<p><i>Leadership Time and Capacity allocated to support the implementation of this strategy.</i></p>	<p>The importance of having dedicated leadership time and resources to implement and evaluate the impact of this strategy over time.</p>	

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Daily small group and individual phonics interventions outside of the phonics lesson (keep up and catch up intervention focused on</i></p>	<p>Focused on lowest 30%. Key focus on oral segmentation and blending (this has been identified as a key barrier to reading).</p> <p>EEF toolkit evidence on phonics.</p>	<p>2 and 4</p>

<i>lowest 30%) Years R through to Year 3. Please note that this is separate to school led NTP</i>		
<i>Daily small group and individual maths interventions (10 minute session) for pupils in the lowest 25% for each year group focused on key number concepts.</i>	Focused on lowest 25%. Key focus on foundational number concepts, some of which have been impacted by time out of school. Concept of pre-teaching to support pupils to be more confident in contributing during maths lessons.	2 and 4
<i>Targeted blocks of 15 hours 1:1 and small group (up to 3) tutoring outside of the school day for pupil premium children focused on narrowing the attainment gap. 35 blocks of 15 hours tuition. Please note this is as well as the School led NTP.</i>	Focused on narrowing the attainment gap for pupils in receipt of PP funding. Class TA to lead tutoring for individuals/small group within that class to work on specific targets related to reading and/or maths. EEF Toolkit on impact of tutoring.	1 and 6
<i>Structured interventions within the school day – Speech and Language, Talk Boost, Number Stacks, Additional Reading, Herts for Learning Reading Fluency.</i>	Specific structured interventions to boost pupil’s progress and attainment.	5 and 6

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Programme of trips/visits/visitors and curriculum enhancements to support the curriculum and to develop pupil’s “cultural capital”</i>	EEF toolkit evidence on Arts Participation shows high impact for limited cost. Supports pupil’s vocabulary and oracy development by giving them rich experiences.	2 and 3
<i>Pastoral Support for pupils to develop more positive behaviours for learning and self regulation</i>	EEF Toolkit evidence shows that social and emotional learning has a moderate impact.	3 and 7
Home learning support through Tapestry and other online platforms	EEF toolkit evidence shows that homework can have a high impact	2 and 7

alongside physical resources to support learning at home.	on learning and achievement. Key challenge is ensuring parents/carers know how best to and what to support their children with.	
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Total budgeted cost: £95,000

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.

Internal 2021 School Data relating to KS2 Pupil Premium Outcomes, using 2019 KS2 SATs papers completed under test conditions in July 2021

5 pupils - 4 were mobile pupils joining within the previous two years.

Reading PP 20% EXS vs 65% EXS.

Writing PP 40% EXS vs 65% EXS

Maths PP 80% vs 78% EXS

KS1 Data

11 pupils – 3 on SEN register with complex needs + 2 more children on SEN register.

Reading PP 36% vs 55% EXS.

Writing PP 27% vs 52% EXS

Maths PP 36% vs 59% EXS

Please note. Progress from Reception baseline for PP pupils. 50% achieved Reading EXS at end of reception and 40% achieved Writing EXS, 70% achieved maths. 40% of disadvantaged pupils achieved GLD. Please note the significant disruption that this cohort have had to their education as a result of school closures due to the pandemic.

72% of PP group passed the phonics screen in November 2020 and a further 9% passed in June 2021, meaning 81% passed the phonics screen by end of year 2.

Year 1 Phonics Screen – Full PSC completed in late June 2021, using past check. 15 children.

88% of Pupil Premium Pupils passed the PSC at end of year 1 vs 84% overall within school. This is above the normal national average.

Reception GLD - 8 pupils

63% of PP achieved GLD vs 72% overall.

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:

Due to extremely small numbers of pupils in receipt of this funding, we are not publishing specific details so as to protect the anonymity of pupils concerned. Outcomes are included within the wider PP grouping.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

As an outward facing school, we are actively involved in collaborating with other schools with similar contexts to share and develop best practice approaches and build professional capacity with the school.