

Pupil premium strategy statement – Austrey Primary

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Austrey CE Primary
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23
Date this statement was published	November 1 st 2022
Date on which it will be reviewed	31/12/2023
Statement authorised by	Sara Eley
Pupil premium lead	Meg Griffiths
Governor / Trustee lead	Lesa Nield / Sam Cosgrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,390
Recovery premium funding allocation this academic year	£ 2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£21,420

Part A: Pupil premium strategy plan

Statement of intent

The primary aim of the school is to ensure that all pupils are able to access all aspects of the school's provision academically, socially and emotionally in order to achieve the highest standards of achievement and are able to "live life in all its fullness". We review current research to inform the decisions on deployment of pupil premium funding and are aware that not all children who are socially disadvantaged are eligible for pupil premium and so are mindful to provide support as widely as possible. The following strategies have been successful at Austrey Primary School

- Small group interventions in the core subjects
- speech and language intervention
- nurture groups to enable children to be emotionally ready to learn and make progress.
- Forest School has a very positive impact in helping children to engage in learning across the curriculum and raise self-esteem.
- Enrichment opportunities (before and after school clubs), music lessons and swimming lessons and residential trip in Y6
- Free uniform
- Subscriptions and IT devices for homework activities
- Use of School led tutoring money using our own teachers

Challenges

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

Challenge number	Detail of challenge
1	<i>Consistency of excellent teaching across the school is not embedded</i>
2	<i>Low self-esteem</i>
3	<i>Poor resilience compounded by 2 lockdowns</i>
4	<i>Parental stigma (not wanting to accept help)</i>
5	<i>Lack of parental engagement</i>

Intended outcomes 2022-23

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
Increase the % of pupils reaching the expected standard in the Y1 phonics screening by embedding the Little Wandle Phonics scheme	Y1 Phonics data % will increase from previous year (75%)
Narrow the gap in attainment between the disadvantaged and their peers.	KS2 data will show this has narrowed with a focus on progress
Excellent teaching is more consistently embedded across the school.	Lesson observations by SLT and the central team will show a higher proportion of excellent teaching.
Parents feel more empowered to support their children at home and be engaged in their child's learning.	Parents evening will be well attended. Parents will contribute to the development of learning passports (SEN). Homework will be completed, and home school diaries will show parental engagement.
Improved levels of self esteem	Pupil attitude to School and Self survey completed with disadvantaged children and strategies put in place after analysis. Survey repeated at the end of the year to show improvements
Children to feel a sense of belonging to the school/community	Parents will feel supported and will accept help/communicate more with the school

Activity in this academic year 2022-2023

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: £1085

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide high quality phonics teaching	<p>1. 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.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	1
Improve the quality of teaching by supporting a teacher to complete the NPQLT	Leverage Leadership Approach: Jim Knight (2017) defines it similarly, stating that: "Instructional coaches partner with teachers to help them improve teaching and learning so students can become more successful."	1

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

Budgeted cost: £13,439.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention including the use of school led tutoring	EEF COVID-19 support guide for schools <i>"There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy."</i>	2,3

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

Budgeted cost: £6896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	Education Endowment Foundation (EEF) – "Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved"	2.3
Enrichment opportunities	Enabling disadvantaged children to "live life in all its fullness" by gaining new skills and experiences	2,3
Uniform	Children feel a sense of belonging to the school	5

Total budgeted cost: £21,420.60

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 2021 to 2022 academic year.

Using ELG, phonics, NFER assessments and NFER assessments

Year 6 – 3 disadvantaged

33% achieved ARE in reading, 67% in writing. 67% GPS and 67% Maths

GLD in reception – 5 disadvantaged 60% achieved

Y1 Phonics – 1 disadvantaged 0% passed

Year 2 – no disadvantaged pupils in Y2

TT Rockstars - Precision teaching interventions and class teaching having more focus on times tables has improved the percentage of pupils expected to achieve the standard required. Monthly soundchecks have enabled teachers to identify pupils who require more support.

White Rose Planning and resource materials have enabled teachers to break down teaching content into small steps which has allowed pupils to make more rapid progress with multiplication.

The purchase of devices that could be lent to PP pupils to complete homework - IPADS make this more accessible for all pupils so future money will be used for these rather than laptops.

Letter join subscription - Book looks show that pupils handwriting has improved across the school with the majority of pupils now consistently writing in the cursive style.

Children are immersed fully in this font with labels and working walls consistently using it around the school.

Little Wandle subscription and resources - Early signs during Summer 2 demonstrated pupils were gaining confidence and engaged in their reading

Forest School - Children were emotionally ready to learn so made more progress across the curriculum. Pupil and parent voice was extremely positive.

Enrichment opportunities - Majority of the Y3/4 swimmers were non swimmers at the start of the lessons due to COVID impact. After 6 months, progress was made with some achieving 25m. Y5/6 swimmers – more of these children able to now do 25m in range of strokes with the non-swimmers making progress from beginner group. All 3 PP pupils attended the residential and as we had joined with Y6 pupils from two other

small schools, they knew more pupils who would be attending their high school and felt more confident on this transition

Uniform - PP Children wore the same uniform as non-PP children

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
Nessy	Nessy
Collins Big Cat	Collins
TT Rockstars	TT Rockstars
Spelling Shed	Literacy Shed
NELI	DfE
White Rose maths	White Rose Maths
Letter-join	Letter-join

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A