

## 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	Sand Hutton and Warthill Federated Schools
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	13%
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	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Beverley Pawson (Head)
Pupil premium lead	Beverley Pawson (Head)
Governor / Trustee lead	Emma Krousti (Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20140
Recovery premium funding allocation this academic year	£ 4000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 24140

## Part A: Pupil premium strategy plan

### Statement of intent

At Sand Hutton and Warthill Federated Schools we recognise that Pupil Premium financing is aimed at addressing the current underlying inequalities which exist between children from 'disadvantaged' backgrounds and their more affluent peers. We also note that the concept of deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is our intent to lessen, or perhaps even dispel the gap, between these two groups both in terms of academic outcome and also personal wellbeing; increasing cultural capital and enjoyment of school.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The percentage of our pupils eligible for pupil premium (currently 13%) is generally lower than the national average (24.3%). However we are mindful that while this demographic may be relatively low in number, they must remain of high importance.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

## Challenges

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

Challenge number	Detail of challenge
1	Lack of understanding of individual barriers to learning and subsequent application of pedagogy that enables individual needs to be met more effectively
2	Due to cohabiting issues related to PP/SEND many of our PP pupils require Individualised Instruction, focused support in enabling pre- and post-teaching as appropriate.
3	Pace of learning and ensuring progress remain key issues to address which can be difficult when levels of achievement are significantly below peers. Providing out of class, individual / small group work can counteract this
4	A number of our PP learners require access to emotional and social interventions to support SEMH development.
5	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra- curricular and enrichment activities.

## 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
Time for Head to meet with class teachers and consider their needs and possible interventions plan with them	All PP pupils have been discussed at length so that this need is considered as thoroughly as any pupil with SEND.
To pay for staff training, upskilling on social and emotional skills, phonics knowledge, working with children with SLCN (Speech, Language and Communication Needs) and autism, impacting upon intervention opportunities for vulnerable pupils.	Suitably experienced TAs to be allocated to classes. Improved progress for PP pupils Head and governor monitoring to ensure impact
Trained TAs to be allocated to classes, who teachers are able to deploy for individualised instruction	Improved progress for PP pupils. Particularly in the field of writing stamina. Achievement of pupils to be recorded on PP Assessment module
Targeted support driven by analysis of need; TA delivery in 1:1 or small groups, Maths SLCN, Emotional support	Monitoring attendance and behaviour; feedback from pupils / parents / teachers
Funded places on trips and residential, clubs, uniform and PE kit. In addition, support towards PTA organised events.	Monitoring attendance and participation ; feedback from pupils / parents / teachers, reported in HT report to Governors

## 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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a teacher to provide targeted support, with SPAG for pupils requiring additional interventions.	Numerous sources, including DfE. High impact. Pupil progress and year end attainment data	2, 3
Dedicated time to monitor barriers to learning, identifying pupils not meeting their expected progress. Identify required additional support.	Half termly “data drops” for Governors Pupil progress and year end attainment data	1
Time for Head to meet teachers individually and write their support plan with them. This will allow us to identify pupil need and allocate activities to pupils effectively, therefore underpins all others.	Pupil progress and year end attainment data, behaviour, well-being. Pupils enjoy school, parental feedback	1

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

Budgeted cost: £14650

Activity	Evidence that supports this approach	Challenge number(s) addressed
ATA to provide target support, SLCN interventions	Education Endowment Research, Reading comprehension strategies, Very high impact for low cost based on extensive evidence. Oral language interventions, Very high impact for low cost based on extensive evidence Individualised instruction Moderate impact for low cost based on limited evidence Phonics High impact for low cost based on very extensive evidence	2, 3
Providing an Intervention Package Socially Speaking, TA provides targeted	Learning through talking research (Talk for Learning) – numerous studies, including	2, 3, 4, 5

support to pupils on 1 to 1 basis	Education Endowment Research. High impact, moderate cost	
Providing an Intervention Package Time to talk , TA provides targeted support to pupils	Education Endowment Research, High impact, moderate cost	2, 3, 4, 5
Targeted support in social and emotional areas of need, driven by analysis of individual pupil need; Compass Buzz trained TA delivery in 1:1 or small groups as required	Education Endowment Foundation research results Social and emotional learning Moderate impact for very low cost based on very limited evidence	4

### Wider strategies

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talking and drawing intervention to targeted pupils	Pupil progress and year end attainment data, behaviour, well-being. Pupils enjoy school, parental feedback	4, 5
Funded places on trips and residential, clubs, provide uniform and PE kit, met with families to ensure parents have confidence to share financial concerns which may limit access to activities. Provide additional curriculum opportunities, to promote independent learning SEMH/wellbeing	Recent academic research carried out by The Nature Partner Journals showed ; the relationship between school enjoyment at age 6 and nationally standardised test results at age 16 to be; Children who enjoyed school at age six scored on average 29.34 more points at GCSE compared to children who did not enjoy school.	4, 5

**Total budgeted cost: £ 24450**

## 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.

<b>Assesement of actions taken - 2020 / 2021</b>			
<b>Identified barrier to learning</b>	<b>Action</b>	<b>Estimated impact: Did we meet the success criteria?</b>	<b>Lessons learned</b>
PP pupils identified as requiring in-class support for learning to offer Individualised Instruction to pupils, enabling pre- and post-teaching if appropriate.	Suitably experienced TAs to be allocated to classes. teachers are able to deploy for individualised instruction	Given data around PP progress/attainment in comparison to all pupils this resulted in positive results. 'Catch up' support and regular access to home learning was closely monitored throughout as necessary to context.	Data suggests this had been impactful - more so perhaps in Maths and Reading. Will look at how to best support progress in writing as stamina is reduced across the federation
PP may be more likely to be absent from school or not submit online learning	PP children were targeted and invited in during Lockdown and further school closures	Pupil premium children across the federation attended for at least a percentage of the week during closures	We would do this again in future, should this be necessary.
Academic outcomes for this group of pupils may be further behind previously expected outcomes than their peers	See above	There was nothing in the data in school to suggest that this group of pupils had not returned to their previous attainment expectations. (Internal data)	Data suggests that the actions taken benefited this group
PP children may present with greater social need	Returned to clubs as soon as was possible with PP children invited to attend	No concerns	Evidence suggests that this was beneficial