

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	Heytesbury C of E School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Hannah Elson
Pupil premium lead	Hannah Elson
Governor / Trustee lead	Tom Hartshorn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,445
Recovery premium funding allocation this academic year	£2000
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	£15,445

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. As we continue to recover following the Covid-19 pandemic, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. That said, we know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners. In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of “preparing young people for their world” in their time which also serves as our ultimate objective for our disadvantaged learners, as for all. Never has this been more important.

We recognise that there are rarely quick fixes. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our learners to grow and develop as individuals ready for the world can optimise success. To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas with focus on the achievement of children and young people from disadvantaged background as a priority.

Challenges

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

Challenge number	Detail of challenge
1	FSM6 attendance is 93.77% This creates gaps in knowledge due to how much schooling is missed. The challenge lies in encouraging better engagement and attendance for key individuals whilst also catching up on missed learning.
2	Learners from disadvantaged backgrounds do not read as well as their peers. This is indicated by the average reading age tests, teacher assessment, NFER and SATs tests. This impacts on access to the rest of the curriculum and their ability to learn independently. Learners from disadvantaged backgrounds do not read as widely as their peers resulting in lower levels of vocabulary which also impacts negatively on reading skills.
3	Children on FSM6 do not make adequate progress. Indicating that this group require support to make progress and remain engaged in their education.
4	The Curriculum needs to fully meet the needs of disadvantaged learners.
5	Parental engagement from FMS6 families is low this leads to less support with additional work needed at home. Engagement in school events and follow up with behaviour incidents.
6	50% of our FSM6 pupils have SEN needs

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
By the end of July 2024, the attendance of learners in the FSM6 category will have improved.	<ul style="list-style-type: none">• The school's systems for tracking attendance will be robust.• Early intervention will be in place to support those struggling to attend school in terms of well-being and academic support.• Catch-up programmes will be addressing gaps in learning caused by missing school.
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in reading/English or at	<ul style="list-style-type: none">• Outcomes of assessment show a progressive closing of the gap in reading/literacy/English year upon year.

least have significantly closed the gap.	<ul style="list-style-type: none"> • All FSM6 learners whose reading age is below their chronological age will be reading in school at least 4x times per week. • Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this. • Evidence-based targeted intervention will show positive impact on progress.
By the end of July 2024, FSM6 children will have closed the progress gap in core subjects. They will be engaged in their learning and access the curriculum and be ready for their next phase of learning.	<ul style="list-style-type: none"> • Teachers will be able to identify these learners and apply reasonable adjustments in the classroom to meet their needs. This will be seen on learning walks. • Any targeted intervention will show positive impact both academically and on wider school life. • Small group interventions and additional teaching will be in place to ensure these children make accelerated progress
By the end of July 2022, the curriculum will be reviewed to identify gaps in learning due to the pandemic and other causes.	<ul style="list-style-type: none"> • Curriculum mapping and lesson planning will identify where learning needs to be reviewed. • Use of spaced learning and retrieval techniques are evident in curriculum mapping and lesson planning. • Opportunities to support and extend learners (especially those who come from disadvantaged backgrounds) are evident. • It is clear how the curriculum and teaching and learning prepares learners for their next steps.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore, prepare, develop and embed the use of "Walk Thrus" as part of instructional coaching for teachers in schools.	A set of principles written by Tom Sherrington and Oliver Caviglioli. This book has been positively reviewed by Research Schools and other commentators.	All
Use of National College training materials for teachers and leaders to extend their knowledge and practice in the classroom.	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school. Teachers who have access to high quality CPD are more likely to stay in schools.	All

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for Cognition and Learning and Speech, Language and Communication Needs. Training costs plus time to deliver high quality intervention.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	2, 3, 6
1:1 and small group intervention in maths, English and science for disadvantaged children	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most	2,3

Commented [SF4]: and 6?

Commented [SF1]: Just for S&L - might need changing to C&L?

Commented [HE2R1]: Could you tell me what C and L is please.

Commented [SF3R1]: Sorry. Cognition and Learning!

who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	
--	--	--

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

Budgeted cost: £3,445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a rewards system to motivate and encourage improved attendance. Involve parents/carers.	Working closely with parents and carers is proven to improve engagement.	1
Launch a focus on behaviour for learning as a whole school. Training for all staff on inclusive classrooms and behaviour management techniques.	Behaviour interventions have moderate impact according to EEF findings. Where behaviour is addressed as a whole-school, this has greater impact and can increase learning time.	1, 3
Support with costed activities to ensure all learners have access to all the school has on offer.	No child misses out due to poverty.	1,3,4

Total budgeted cost: £15,445

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Diagnostic testing took place and informed teachers teaching. There were diagnostic questions used which and focused on closing any gaps due to COVID.

**Accelerated progress, including higher ability children achieving greater depth.
-FSM6 children making greater than expected progress (7 steps internally)
between Sept 2020 and July 2021)**

67% FSM6 children have improved attendance

25% FSM6 children have made 7 or more steps progress in reading

12.5% FSM6 children have made 7 or more steps progress in writing

37.5% FSM6 children have made 7 or more steps progress in maths

33% of FMS6 children are reading at or above their chronological age

**Children's literacy skills will be developed so that vocabulary knowledge, spelling and writing outcomes are improved.
-Progress in reading is at least good. This in turn impacts on writing and maths.**

25% FSM6 have made 7 or more steps progress in reading

33% FSM6 children are reading at or above their chronological age

Children who were in school during the lockdown received a pre teach session before the whole class teams lesson. Individual FSM6 received 1:1 reading sessions wherever possible.

**Children's basic mathematical skills to be improved.
-FMS6 children making greater than expected progress (7 steps internally)
between Sept 2020 and July 2021)**

37.5% FSM6 children have made 7 or more steps progress in maths

Booster clubs were run from September both after school and during lunch times.

FSM6 children with significant learning needs received 1:1 support in class.

Development of learning skills and broader educational experience.

Funding for child to attend events, including funding for residential trip. Support for and publicity for children to attend local educational events.

Improved emotional and mental health well-being.

ELSA and Thrive took place on return and teachers made regular check ins with our PP children during lockdowns. Emotional support run for children who were identified post lock down. Individual support provided for children during lockdown.

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
Thrive	Thrive approach
National College CPD	The National College
Walk Thrus	Tom Sherrington and Oliver Caviglioli
Maths Mastery	Mobius Hub

Further information (optional)

In Acorn Education Trust schools, our strategy planning for disadvantaged learners is central to our whole-Trust improvement planning. Set by the Standards and Improvement Committee of Directors, the principles behind the strategy planning for disadvantaged learners are shared by all and link to the Trust improvement plan and that of individual schools. This ensures a comprehensive, holistic and robust approach to planning for the Pupil Premium.

Below are some other ways we support our Pupil Premium children.

- SEN intervention
- Implementation of tracking systems and processes to monitor impact at all levels
- Thrive training for SLT and SENCO
- Access to Acorn Behaviour Support TA
- Jigsaw PSHE