

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	Isleham Primary C of E School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	43//205 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Skillern
Pupil premium lead	Ms G Sassoli
Governor / Trustee lead	Mrs F Borley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 36 + £2345 x2 (LAC) + 310x5 (Service children)= £54,660
Recovery premium funding allocation this academic year	£5510 (£145 x 38) - 5 service children
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	£60,170

Part A: Pupil premium strategy plan

Statement of intent

At Isleham C of E Primary School we have high ambitions for our children and our intention is to provide an inspirational and inclusive teaching and learning where barriers to learning are removed, life long aspirations are raised and excellence is achieved through resilience and a thirst for discovery.

Research shows that pupils from deprived backgrounds underachieve compared to their non- deprived peers, therefore, the premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At Isleham we will be using the indicator of those eligible for FSM as our target children to 'close the gap' regarding progress and attainment.

Our Pupil Premium Strategy aims to address the main barriers our pupil premium children face and through rigorous tracking and monitoring, inspirational and inclusive teaching, focused planning and targeted intervention, we aim to provide all children with the opportunities to become successful learners and develop a life long love of learning. It will allow pupils to gain 'cultural capital' through experiences they might never otherwise be part of. Our intention is to focus on building strong parental partnerships to rebuild relationships after the pandemic and work closely together with families to improve attendance and to help children flourish with their learning. We will be offering opportunities for parents and carers to engage with school support and develop skills to facilitate learning at home.

All members of staff and the governing body at Isleham C of E Primary School accept responsibility for socially disadvantaged pupils, aiming to meet their pastoral, social and academic needs within a caring and nurturing environment . Our strategy explains how all staff collectively work to meet the children's needs to ensure that regardless of their background each child reaches their full potential.

Challenges

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

Academic Challenge number:	Detail of challenge
1.	<p>Pupils in receipt of pupil premium to make progress in writing so that they narrow the gap between themselves and non pupil premium .</p> <p>Pupils have found it hard during the COVID 19 pandemic to write for extended amounts of time at home, often preferring to type or not really engage in writing at all at home.</p>
2 .	<p>Pupils in receipt of pupil premium to make progress in maths so that they narrow the gap between themselves and non pupil premium.</p> <p>Continue to embed teaching for mastery across all year groups using the Power Maths programme for disadvantaged pupils to raise expectations and make progress and narrow the gap between children in receipt of pupil premium funding and their peers.</p>
3.	<p>Not all children passed the phonic screening test in 2021.</p> <p>To ensure all relevant staff are consistently delivering quality first teaching through the Song of Sounds phonics scheme. Targeted support for pupil premium pupils and more regular home school communication.</p>
<p>A focus on a consistent approach to teaching across the school, ensuring staff post pandemic use a range evidence-based teaching interventions as well as sharing good practice to promote engagement and enthusiasm for learning through targeted support.</p>	
Wider strategies challenge:	Detail of challenge
4)	<p>Few opportunities to build on cultural capital</p> <p>All children given access to wider learning opportunities and experiences which have not been happening due to the pandemic. Wider experiences of other places outside the immediate village and other faiths.</p>
5)	<p>Negative effects on mental well being</p> <p>Many disadvantaged pupils have struggled during the COVID 19 pandemic with their mental well-being. Through targeted pastoral support the social and emotional needs will be met.</p>
<p>A focus on improving attendance and readiness to learn for the most disadvantaged pupils. Pupils will have their basic needs met to be able to learn and make good progress.</p>	

Intended outcomes

Intended outcome	Success criteria
<p>Quality First teaching Ensure accelerated progress in reading, writing and maths for specific, identified groups of children who are in receipt of PP funding to close the gap between PP and non-PP.</p>	<p>Outcomes will be seen in data analysis for reading, writing and maths.</p> <p>Parental support encouraged through sharing assemblies, class cafes and open classrooms to build on home school relationships so parents are able to support their children and home and encourage and inspire their children further. Outcomes will be seen in parent surveys.</p> <p>All relevant staff (including new staff) will receive training to deliver the 3 phase planning approach to teaching writing to ensure consistency across the school and quality first teaching writing sessions. Furthermore, there will be county support to ensure lessons are relevant, engaging and cross curricular to inspire and motive independent writing. Outcomes will be seen in data analysis and lesson observations.</p> <p>Pupil progress meetings will focus on pupil premium children and what they need next to support their learning further. These children will be identified by SLT members in lesson observations and feedback shared with teachers as to how to accelerate their learning further if required. Outcomes will be seen from lesson observations.</p> <p>100% pupil premium pupils (not SEND) to pass the phonics screening check in Oct 2021 and June 2022</p>
<p>Targeted support</p> <p>Enable pupils to narrow the gap between their non pupil premium peers in the core subjects through evidence based interventions:</p> <p>First class at number (parts 1 and 2)Success@Arithmetic, Better Reading Partnership Programme, Literacy A to Z, Inference Training, Language Links, Success@Writing (pirate and dragon)</p>	<p>Staff trained in these evidence based interventions to support the PP children to narrow the gap. Teachers to plan these interventions carefully to be outside of the core subjects as an extra boost for disadvantaged pupils.</p> <p>Covid-19 has caused unprecedented disruption in education and by carefully selecting the pupils who will benefit from extra support the programme will be offered to different pupils termly, mainly focusing on those in receipt of pupil premium funding.</p>

<p>Write Away Together, booster maths and writing groups in small groups.</p> <p>National tutoring programme to continue to help the PP pupils (Non SEND) who have been most affected by the COVID 19 pandemic keep up with their peers</p>	<p>Outcomes will be seen comparing baseline assessments to final assessments.</p>
<p>Wider strategies</p> <p>To ensure pastoral support available to identified Pupil Premium pupils such as: spirals programme, play therapy, reading dog therapy and lego therapy and Elsa training.</p> <p>Opportunities available to extend PSHCE /circle time, big picture news assemblies, one to one discussions with trusted adults.</p> <p>Subsidised educational trips class based educational trips and opportunities to participate in a wide range of activities to improve mental well being and social interactions such as; music lessons, breakfast club, brass band, choir, after school activities lunchtime clubs, specialist sport coach, visits residential trips, weekly after school provisions.</p>	<p>Staff to identify PP children who are struggling with their mental well being and give support through pastoral care. Teacher conferencing will continue and as well as the steps behaviour programme in order to deescalate situations, pre-empt problems arising and spend time with individuals solving problems through restorative justice. Mental health training for staff available and flexibility within the daily timetable to spend time to pastorally support individual PP children.</p> <p>SLT to monitor and support with attendance and inclusion and any concerns to be communicated to the local authority.</p> <p>Phone calls, video conferencing and home visits to support engagement. Support with transport to school on an emergency basis as required</p> <p>Liaison with LA transport, social care colleagues and outside agencies such as YOUNited to support individual pupils needs.</p> <p>Extra-curricular activities and clubs promote wellbeing in pupils and provide staff with opportunities to develop positive relationships with pupils and model social interaction skills</p> <p>Outcomes to be measured: Improved SEMH to improve attendance for all children in receipt of PP funding, so that the percentage of pupil premium children who have an attendance of below 95% to decrease from 28.57%</p> <p>EHA forms will be evidence of support for Pupil premium children and their families.</p>

Activity in this academic year

Teaching

Budgeted cost: £19,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing training and county support	EEF research states writing strategies should be carefully modelled and practised. Over time, pupils should take increasing responsibility for selecting and using strategies. (KS2 literacy guidance 2017) Our writing focus this year will be the three phrase approach to equip teachers to teach these strategies and ensure QFT in English lessons.	1
<i>Assessment software target tracker</i>	Guidelines for assessment, Assessment in the Primary School Curriculum: Guidelines for Schools , were developed by the NCCA in 2007. The guidelines explain that through assessment teaching and learning is enriched.	1,2,3
<i>Performance management</i>	Target setting is the basis for improved performance and raising standards.	1,2,3,
<i>CPD training days</i>	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3,5
Provide quality resources to meet needs e.g. reading books, practical maths equipment	As a school, we are always wanting to ensure we have the best, up-to-date resources available for our pupils. For those who are disadvantaged, we want to ensure they are able to access work, especially if needing to work from home, and be able to provide resources for them to complete their work	1, 2, 3
Ensure un-addressed needs are met – through focused assessment	All pupils participate in regular assessments but we need to make sure that the assessments are accurate and identify gaps in learning. Regular opportunities to moderate, both within school and externally, ensure accuracy and effectiveness. The SENCo. will be able to work with staff to ensure needs are targeted and ADPRs reflect these needs.	1, 2, 3
TAs organised for intervention	All year groups have a TA employed to work in the classrooms each morning. The afternoon sessions are organised into interventions and	1,2,3

and targeted support in class	the TAs used to support small groups of children or individuals identified through Pupil progress meetings. 'The latest research, however, shows that when TAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional two to four months' progress.	
<i>CPD training for all teachers who request it for specific areas</i>	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,2,3,5

Targeted academic support

Budgeted cost: £ 31,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme</i>	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2
<i>Attack Spelling</i>	Cambridgeshire LEA recommended Teaching assistant interventions +4 months (EEF toolkit)	1
<i>1st class @ writing (pirate and dragon)</i>	Edge Hill evidenced based intervention Teaching assistant interventions +4 months (EEF toolkit)	1
<i>Expanded rehearsal technique</i>	Cambridgeshire LEA recommended. Teaching assistant interventions +4 months (EEF toolkit)	1
<i>Better reading partnership</i>	1:1 intervention from 'every child a reader' Teaching assistant interventions +4 months (EEF toolkit)	1
<i>Language links</i>	Speech and language programme Teaching assistant interventions +4 months (EEF toolkit)	1
<i>Literacy A to Z</i>	Cambridgeshire LEA recommended Teaching assistant interventions +4 months (EEF toolkit)	1
<i>First Class at Number</i>	Edge Hill evidenced based intervention	2

	Teaching assistant interventions +4 months (EEF toolkit)	
<i>Success at Arithmetic</i>	Edge Hill evidenced based intervention Teaching assistant interventions +4 months (EEF toolkit)	2

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

Budgeted cost: £13,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play therapy</i>	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months.	5
<i>The Friends Programme</i>	Aimed to improve English and maths attainment by increasing resilience and reducing anxiety. Education endowment foundation (EEF)	5
<i>Steps Behaviour</i> Offer consistency through a whole school behaviour policy. Creates a purposeful learning environment for all students.	Cambridgeshire advised method of behaviour management. EEF Improving Behaviour in Schools Guidance 2019 states that poor behaviour has a 'lasting impact on the outcomes of the pupils'. EEF Toolkit +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment	5
<i>Class trips/residential visitors/experiences/music lessons.</i>	Enhanced curriculum will develop confidence and improve aca-emic achievement through sustained concentration and creativity. 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (National Curriculum 2014) Ofsted also highlight the importance of developing a child's cultural capital	4

	<p>stating , inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. (school inspection)</p> <p>Science has shown that when children learn to play music, their brains begin to hear and process sounds that they couldn't otherwise hear. This helps them develop "neurophysiological distinction" between certain sounds that can aid in literacy, which can translate into improved academic results for kids.'</p> <p>TIME, Dec 2014</p>	
<p>Improve family home school liaison and relationships by supporting potential attendance barriers. Encouraging parent involvement through meetings, regular communication, information evenings, class cafes etc.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>Research shows: 'Parent engagement in the educational development of their children improves attainment more than any other single factor. Parents can help their child most by having regular and meaningful conversations with them, by setting high aspirations and by demonstrating their own interest in and support of learning at home and at school.'</p> <p>Research into Practice: The impact of parental engagement on learner success, 2010</p>	4, 5, 1, 2, 3
<p>Mental Health support introduced to deal with the after effects of Covid 19 lockdowns.</p> <p>Mental health and relationships programme</p> <p>Mental health lead training</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org)</p> <p>The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder.</p>	5

Work with external agencies including YOUNited, Early Intervention Family worker, attendance officer.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	5

Total budgeted cost: £ 63,997

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.

Promoting the love of learning across all subjects and classes

Our focus for quality teaching included the teaching of maths- introducing the new Power Maths scheme of work and even though the KS2 results are disappointing, during lockdown these books went home with the children and a pupil voice questionnaire showed that 83% of pupil premium children said that this meant their maths lessons were easier to follow. 100% said they enjoy the Power maths scheme and 91% felt challenged by it.

Many of the targeted interventions for children in receipt of pupil premium were unable to run the whole year due to going back into lockdown during the spring term.

Furthermore, many interventions were unable to run due to certain ones needing more time and due to staff isolating this was not always possible. Nevertheless, English and Maths lessons were delivered through evidence based groups to help pupil premium pupils to narrow the gap between their non pupil premium peers in the core subjects. We evaluated the need of the PP children and ran the following across the school and focused on:

First Class & Number 1(year 3/4) and 2 (Y5/6) Success @ Arithmetic (y5/6) Language Links Year R/1), BRP Boosting reading potential Year ½ ERT (expanded rehearsal technique) Y2 Literacy A2Z (R y1) Attack spelling program, reading inference (ks2) write from the start (R), colourful semantics (R). These interventions ensured the pupils didn't fall any further behind but it has been hard to truly measure their success due to the disruption of the year.

2021 end of year data shows that 50% pupils eligible for Pupil Premium achieved ARE in Reading, writing and maths. 100% of pupils without SEND achieved ARE in reading writing and maths. 100% of pupils achieved ARE in reading. 50% in writing and 75% in maths. However, this percentage for writing and maths is at 100% just focusing on pupil premium children who do not have special educational needs.

KS2 results are weaker than Ks1 with no Pupil Premium children achieving ARE in reading, writing and maths. 67% ARE in reading and 33% in writing. This year writing is a priority for us as a school and through CPD to develop QFT further we aim to raise the profile of reading too across the school particularly in KS2. 0% of Pupil Premium children achieved ARE in maths. This was the first year of the power maths scheme of work so this also will be a priority in the coming year to embed this programme fully across the school.

3 out of 4 Pupil premium children passed the phonic screening test in year 2 Autumn 2020 due to it being cancelled in Spring 2020 in year 1. The year 1 phonic screening test was cancelled due to Covid disruption in 2021

Support from a County SEND advisor started in March 2021 to develop SEND support and practice over the school setting. Personalised teacher sessions were scheduled to help teachers set SMART targets to ensure progress for SEN pupils including SEND pupils in receipt of Pupil Premium funding pupils. This meant we saw an improvement in targets set in APDRs, more focused on achievable steps enabling teachers to clearly identify the pupils' needs and plan accordingly.

In the Spring term 2021 35% of Pupil Premium pupils had tutoring weekly as part of the national tutoring programme this has ensured they did not drop any further behind by 100% seen in their end of year assessments and the majority moving closer to ARE. This will continue into 2021-22 with more of focus on pupil premium children with an aim for them to make further progress.

Build cultural capital

This was a priority 2020-2021 due to the disturbed previous year where many of these experiences were not possible. This year COVID has altered how these experiences have been delivered in class yet each class have tried to include a range of experiences for the children out of lockdown. Examples of events and activities that have taken place:

Science week, triathlon, WBD, sports day, class productions, swimming, sports coaching, forest school at Suzie's woods trips, volunteer dog owner in EYS as part of pets week, woodland walks, Dinosaur Roar trip, village walk, Stone Age day, Local walks (local history walk with Mr Patterson and visit to Coates Drove for sketching landscapes), Archaeologist and artist virtual visits Egyptian day, Victorian day (artefacts on loan)) Suzie's woods, local litter picking, science week workshops, recycling centre visit, volunteers from local litter picking group, parent volunteers to talk about their jobs, science fair led by pupils, virtual museum workshops for WW2 (Ely Museum) as well as virtual workshops led by the Anne Frank Educational Trust.

All children given access to wider learning opportunities and experiences; for example: Subsidised educational trips class based educational trips and opportunities to participate in a wide range of activities; e.g. music lessons, breakfast club, brass band, choir, after school activities lunchtime clubs, visits residential trips. There was a specialist sports coach at lunchtime supervising games and a weekly after school club. This lunchtime support continued during lockdown with the key worker Pupil Premium children or pupil premium children we invited into school.

Pastoral support.

Unfortunately, the play therapist and the reading dog therapy stopped once we went into lockdown again Spring 2021 but continued once we were back in school.

Staff mental health training improving outcomes through well being (CAMHS) was carried out with 100 % saying they felt better equipped to know how to support children in school.

Teachers have had time for conferencing with each child in their class to set targets and have time to talk through any concerns and worries.

We aim for the friends programme to start in 2022 alongside or with spirals and training for ELSA will start January 2022.

Autumn 2020 attendance figures showed that 22% of Pupil Premium children had an attendance of below 95%. Our target for the year was this to decrease to at least 17% whereas it increased to 28.57%. Therefore attendance has unfortunately not improved for pupil premium children 2020-21, mainly due to the turmoil of the pandemic and mental health struggles for families. Hopefully we will see an improvement in this as cases drop and being able to work more closely with families face to face in the next academic year.

Our behaviour policy has been reviewed in line with the STEPS programme and staff have been trained to de-escalate situations, pre-empt problems arising and spend time with individuals solving problems through restorative justice. The children are responding well especially in the early years of the school and our aim is to continue this whole school approach so that the ethos can be embedded further throughout the school and new staff will be able to see modelled examples of how to use the steps programme effectively.

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
Power Maths Scheme	Active learn Primary
Spelling Shed	Edshed
Big cat phonics	Collins

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?	<p>Attending breakfast club for busy single parents</p> <p>Teachers had an awareness of Service pupils in their class and monitored the well-being</p> <p>Special support groups for Service pupils took place where possible (keeping bubbles together) to develop social and emotional skills with a focus on communication and positive behaviour; resilience; friendships; well-being; with opportunities to discuss any concerns including deployment.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupils were able to collaborate more effectively</p> <p>There were few behaviour incidents or emotional concerns.</p> <p>Emotional issues do not impact on attainment and progress.</p> <p>There was support for individuals whose parent(s) have been deployed soft toys to talk to/cuddle/ special friends/adults to check in regularly.</p> <p>Pupils had the opportunity to talk to trusted adults in school to express their emotions.</p> <p>This year we would like to ensure all pupils are aware of the challenges that service pupils may experience through events such as special assemblies/inviting forces parents in to talk about their roles.</p>