

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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 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	Sixpenny Handley First School and Nursery
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	R Musselwhite
Pupil premium lead	R Musselwhite
Governor / Trustee lead	A Carlyle-Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,811
Recovery premium funding allocation this academic year	£3,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,161

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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	Remote location with significant pockets of deprivation Less access to enrichment activities/ transport
2	Poor parent literacy/ numeracy skills Reduced access to resources at home Reduced 1:1 time with children at home Inability to access home learning Limited access to reading materials at home
3	Less able to afford uniform
4	Poor attendance based on parent's negative experience of school/ lower aspirations. Low self-esteem and mental health concerns following COVID 19
5	Parenting issues and access to courses that often require driving

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
Pupils make at least expected progress Attainment is within national expectations	Statutory assessments, (the Phonics threshold 2021) show disadvantaged children achieve in line with their peers.
Pupils have the correct resources needed to further their learning in the home environment . Pupils are well prepared for the next stage of their schooling. Pupils' wellbeing is supported	Home learning is accessible and accessed at home Disadvantaged children attend activities such as residentials and clubs Improved outcomes for individuals in terms of their wellbeing (engagement and positive self image)
Parents have access to support for parenting and well being	Working alongside DFM to arrange specific support re TAFs and parenting courses
High quality staff learning ensures embedded high expectations for all learners Pupil vocabulary is enhanced to improve curriculum learning	Children achieve in line with their peers
Behaviour and attitudes to learning are exemplary	No exclusions
Attendance at school is supported Attendance is within national expectations	Attendance is in line with peers

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: £ 10,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specific learning opportunities and equipment to support children disadvantaged	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2

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

Budgeted cost: £ 2,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support to children at risk of not meeting age related targets through school led tutoring.	Language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Assessment identifies key learning gaps Targeted phonics interventions have been shown to be more effective when delivered as regular session.	2

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

Budgeted cost: £ 2,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supportive relationships between home and school</p> <p>Liaison with families and outside agencies including use of counsellor</p> <p>Positive relationships with families and staff</p> <p>Attendance at early intervention meetings identifies needs of families at risk</p> <p>My Concern monitoring</p> <p>Attendance Support Service is used</p> <p>Signposting of key services, such as food banks</p> <p>Uniform</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>2,3,4,5</p>

Total budgeted cost: £ 15,161

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Statutory Phonics test in November were 90% National was 82%

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
Reading Plus	Dreambox
Inspire Maths	OUP
RWI phonics	OUP

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?	1:1 tutoring in English and Maths
What was the impact of that spending on service pupil premium eligible pupils?	GL assessments showed significant improvement from EXP to GD

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.