

# 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
Number of pupils in school	75 School 23 Nursery
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
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	£12,465
Recovery premium funding allocation this academic year	£1,134 (NTP)
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	£13,599
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# Part A: Pupil premium strategy plan

## Statement of intent

*To drive initiatives that will support PP to achieve at least good outcomes at our school. To support families in developing a positive attitude towards school and the opportunities it can provide. To ensure that all children regardless of income or social status can access a high quality curriculum. We currently build strong relationships with parents and have staff available to support and signpost them to appropriate services. Our mentoring approach ensures that PP children can build positive relationships with staff who will champion them at our setting.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Remote rural location with significant pockets of isolation Reduced access to enrichment activities, services and transport</i>
2	Poor parent literacy and numeracy Reduced access to resources at home (books/stationary, IT) Reduced 1:1 time at home Access to outside agencies has been reduced (no face to face SALT as we access across county borders due to health trusts) Limited access to rich texts and reading experiences
3	Less available income for uniform/ extra-curricular activities
4	Low self-esteem and increased mental health challenges in the aftermath of COVID
5	Parenting issues and access to courses that often require the adult to drive or give up time during the day – for single parents with dependants this can be challenging. Parent’s own negative experience of school can impact attendance and willingness to attend workshops and information meetings.

## 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
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<p>Pupils make at least expected progress Attainment is within national expectations</p>	<p>Statutory assessments show disadvantaged children achieve in line with their peers.</p>
<p>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' and families' wellbeing is supported</p>	<p>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)</p>
<p>Parents have access to support for parenting and well being</p>	<p>Working alongside DFM to arrange specific support re TAFs and parenting courses. Take up of places in our Jigsaw Families provision.</p>
<p>High quality teaching ensures embedded high expectations for all learners. Pre and post teaching experiences ensure gaps due to social circumstances are addressed. Pupil vocabulary is enhanced to improve curriculum learning</p>	<p>Children achieve in line with their peers  Teachers plan and teach specific vocabulary to close gap between vulnerable children and their peers.</p>
<p>Behaviour and attitudes to learning are at least good</p>	<p>No exclusions and interventions show positive impact through behaviour log.</p>
<p>Attendance at school is supported Attendance is within national expectations</p>	<p>Attendance of PP children is in line with their peers.</p>

## 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: £8,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 1:1 and small group tutoring to identified children.	Tuition targeted at specific needs and attainment gaps can be an effective method to support low attaining pupils or those falling behind.	1,2
Provide high quality resources and specific learning opportunities to support disadvantaged children.	The use of standardised tests and resources such as adaptive reading programmes that give valuable insights into pupils' strengths and areas for development to ensure support is matched to needs. Evidence shows that access to high quality texts and learning experiences helps to level up the gap between the disadvantaged and their peers.	2

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support language and vocabulary acquisition and catch up	Language interventions can have a positive impact on pupils' language skills. Approaches that combine speaking and listening show positive impacts on attainment.	2, 5
Provide support to children at risk of not meeting age related targets.	Phonics approaches have a strong evidence base indicating positive impact on attainment especially for children from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as a regular session.	2

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

Budgeted cost: £ 2,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Supportive relationships between home and school</p> <p>Liaison with families and outside agencies</p> <p>Positive relationships with staff and families.</p> <p>Attendance monitoring to ensure clear identification of families/children at risk.</p> <p>Signposting of key services (foodbanks, family support, health etc)</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and into adulthood.</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence.</p> <p>Early intervention and carefully matched support leads to more positive outcomes for children and their families.</p>	<p>3,4,5</p>

**Total budgeted cost: £ 13,599**

## 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.

*Our phonics results were ahead of national expectations. One of our 2 pupils in Y1 reached the threshold and was exceeding in reading at the end of Y1. The other pupil made significant gains as a result of school led tutoring.*

*Both pupils in Y2 met ARE in maths and English and made specific gains in targets set for their school led tutoring. Across the school engagement from parents was good and TAFs led to good outcomes for our pupils. Attendance for PP children was in line with other pupils.*

### 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	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?	Small group tutoring
What was the impact of that spending on service pupil premium eligible pupils?	Pupil made more than expected progress in reading and writing

## 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.*