

Pupil Premium and Catch Up Strategy Statement 2021-2022- High Ash CE School

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 and catch up 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	High Ash CE School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	1 st October 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Sara Boyce, HT
Pupil premium lead	Kate Goodger, DHT
Governor / Trustee lead	Kathryn Middleton PPM Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37 660
Recovery premium funding allocation this academic year	£4 060
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	£41 720

Part A: Pupil Premium Strategy Plan

Statement of intent

We are ambitious for all of our children and are proud of our success in supporting children eligible for pupil premium funding. Our data and other diagnostic tools shows us that whole school initiatives that support high quality first teaching as well as personalised pastoral support have had the biggest impact on outcomes and this underpins our current and previous PPM Strategy.

Based on our previous impact to date and needs of our children, then our strategy for this academic year (2021-2022) has these key themes:

1. To prioritise reading and language development so that PPM children and those needing reading support are given the best chance to access the curriculum and express themselves in line with their peers
2. To ensure their well-being is catered for so they are confident, independent learners and feel supported to achieve and can report that they have self-belief and improved self-esteem
3. To ensure they have the necessary information, experiences and cultural capital to access the curriculum and succeed in line with their peers with equal opportunity and access to the wider curriculum
4. To ensure they are able to attend school fully and have equity in accessing remote learning if required

Challenges

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

Challenge number	Detail of challenge
1	To ensure every child has fair and wide access to range of high quality reading material and the opportunity to be exposed to rich vocabulary. To have the time to read regularly to other adults and have texts read to them to develop fluency, vocabulary and comprehension.
2	We have identified a significant majority of our Pupil Premium children who need support with resilience and developing self-esteem which acts as a key barrier to their learning.
3	We have identified that a significant majority of our Pupil Premium children need the opportunity to access information, wider extra-curricular opportunities

	and the cultural capital to ensure they are best placed to fully access the curriculum and also be prepared for the next stage of their education.
4	We have identified that a least 50% of children with pupil premium are monitored for attendance and we wish to ensure we support their families in ensuring they attend school regularly
5	All of our PPM children can access remote learning; however the challenge is to ensure we support them with bespoke support if learning from home to ensure full engagement.
6	We intend to use catch up premium to support 1:1 tuition for key children within the Spring and Summer term 2022 and to use the funding to pay for a qualified teacher to deliver this.

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
<p>All Pupil Premium children will have achieved or exceeded their end of year reading target</p> <p>All pupil premium children will be able to understand and use new vocabulary when discussing new knowledge learnt</p>	<p>Monitoring shows that these children are all to read with increased fluency (speed and accuracy) and comprehension has also improved</p> <p>Reading interventions are being delivered effectively and regularly</p> <p>Monitoring shows that children can discuss books they have read</p> <p>Reading books are pitched appropriately to their reading level and matched to phonics</p> <p>Monitoring shows they are able to fully access Guided Reading</p> <p>Pupil voice shows that they are able to understand a greater range of vocabulary</p> <p>Pupils are able to demonstrate a love of reading and are reading regularly and often.</p>
<p>Target pupil premium children are able to demonstrate improved resilience and improved self-esteem</p>	<p>Pupil voice/work in books/ discussion with teachers/parents and agencies working with these children demonstrate that individual targets have been achieved</p> <p>Children are more motivated to learn and show this in their learning through coping with challenges appropriate to them.</p>
<p>Increased participation of PPM children in wider curricular activities to develop life experiences and cultural capital in line with their peers</p>	<p>Tracking shows that the identified children have been able to access wider opportunities and experiences without financial or logistical barriers getting in the way</p>

Attendance data for PPM children shows improvement and there is a reduction in PPM children attendance causing concern	As now, daily, weekly and monthly attendance tracking is monitored and shows improvements that are sustained.
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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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPM Lead (DHT) to attend Buckinghamshire Challenge CPD sessions (6 sessions across the year to release)	This is CPD to support schools identify and evaluate successful strategies for supporting disadvantaged pupils	All
Leadership release time to monitor PPM reading and impact	Ensures that we continue to deliver quality first teaching of reading	1
Read Write Inc Phonics training for new staff	Importance of having reading experts to teach early reading and through quality first teaching	1
Ongoing curriculum CPD to ensure providing rich and engaging curriculum for all and ongoing use of Star Words to develop language and vocabulary	Quality first teaching has the most impact on attainment of disadvantaged children (EEF)	1,2,3, and 5
Ongoing CPD for teaching assistants for reading	Ensures that we continue to deliver quality first teaching of reading	1
Retention of key staff to ensure quality first teaching and to share this with new staff	Ensures that we continue to deliver quality first teaching	All

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

Budgeted cost: £ 6320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to carry out additional reading interventions daily –	Research shows that children need regular opportunity to apply knowledge and skills to develop automaticity in reading	1
Additional Phonics support/interventions	Phonics is key to reading	1
On -going purchase of phonics books linked to reading and updated library books and class novels/ high quality texts for reading in class/guided reading	Importance for language development and reading	1
One to one tutoring as needed (focus on reading/writing/maths)	Ensures that we continue to deliver quality first teaching	1 and 6
Purchase of laptops for remote learning	Children need access to remote learning through having access to the technology to allow this	5

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

Budgeted cost: £10400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of personal resilience and improving self-esteem through use of Commando Joe's programme (annual programme 1 x day a week)	Children need to be emotionally regulated in order to be ready to learn	2
Subsidised cost of 6 x Hook Days a year/Themed Weeks and educational visits	Importance of wider opportunities that would not necessarily be able to access	3
Employment of attendance officer to follow up on attendance including PPM	Importance of attending school on academic performance	4

Total budgeted cost: £41720

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.

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
Not applicable	

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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Last year during the 3rd lock down, 100% of PPM children were invited to attend school regardless of whether they were children of key workers, 53% of children took up this offer. Out of the 47% who remained at home, there was a 97% uptake of learning remotely this was a mixture of accessing live lessons or completing work set remotely. Either the Class Teacher or the Teaching Assistant phoned home weekly to these families to offer support and to see if there were any additional adjustments we could make to support the children. Parents welcomed these phone calls and the children enjoyed talking to the school staff. All PPM children had technology to access remote learning, if they did not have devices at home we loaned devices to them so they could participate in the learning.