# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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

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| Detail | Data |
| School name | Tolleshunt D’Arcy St. Nicholas Primary Academy |
| Number of pupils in school | 106 |
| Proportion (%) of pupil premium eligible pupils | 19% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22, 2022-23 &  2023-24 |
| Date this statement was published | 1st December 2021 |
| Date on which it will be reviewed | 1st October 2022 |
| Statement authorised by | Louise Eastbrook |
| Pupil premium lead | Louise Eastbrook |
| Governor / Trustee lead | Louise Towers |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24,865 |
| Recovery premium funding allocation this academic year | £2,465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £27,330 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At the heart of our Pupil Premium Strategy is inclusion and pastoral care. The school continues to invest in emotional support and enabling pupils to access learning.  Our broad and balanced curriculum is designed to inspire pupils to become literate and numerate by developing their individual interests whilst increasing their experiences and understanding of the world. By recognising children’s individual needs, the school targets support and challenges them to develop their language, knowledge and understanding of the world.  We are committed to providing a safe environment where every child has the opportunity to develop their beliefs and aspirations whilst discovering talent within themselves. Through identifying the specific challenges pupils face, we are able to target resources, increase standards of learning and provide enrichment opportunities.  Our Christian ethos and strong community spirit enables every pupil to develop their sense of belonging and become life-long learners. The curriculum develops children’s behaviours and attitudes in readiness to go into the world as responsible, well-rounded individuals who achieve success and make positive contributions to society. Staff continually review their practice and undertake CPD which is all supported by the Pupil Premium Strategy.  School visitors, Clubs and external visits enrich pupils learning experiences whilst developing their sense of belonging and aspirations. Pupils take the lead in school improvement alongside staff and governors, thus developing their sense of belonging and ability to become life-long learners. The funds support such opportunities for all.  The curriculum enables pupils to develop independence, confidence and resilience whilst building upon their skills, knowledge and understanding of the world. The Christian ethos of the school promotes positive behaviours, attitudes and respect for others. Pupils feel valued and develop a sense of belonging. All pupils make positive progress in their learning and individual achievements are recognised and celebrated.  The Pupil Premium Strategy enables pupils to develop emotionally, socially and academically. Staff continually review pupils needs and identify opportunities to enhance their individual learning experiences. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Self-belief and emotional regulation |
| 2 | Language – rich vocabulary |
| 3 | Cultural Capital – wider experiences |
| 4 | Parental engagement/home learning |

## 

## 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.

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| --- | --- |
| Intended outcome | Success criteria |
| Children will develop greater independence in their learning. | Targeted pupils will access learning and engage with their peers. |
| Children will develop greater confidence in themselves | Targeted pupils will be less reliant on additional support from adults. |
| Children will view themselves as learners, readers, writers and mathematicians. | Targeted pupils will gain confidence and self-relief resulting with increased progress and attainment. |

## 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: £27,330

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Visits, visitors and clubs | Cultural capital, vocabulary and building confidence | 1-3 |
| Emotional and family support | Well-being, increased attendance, positive attitudes to learning and positive relationships | 1-4 |

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

Budgeted cost: £10,997

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring | School led tutoring to target support and accelerate progress | 1-3 |
| Staffing, ICT and resources | Improved ICT staffing, and resources to support catch-up, interventions and high quality learning and teaching opportunities. | 1-4 |

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

Budgeted cost: As above

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Emotional and family support | Well-being, increased attendance, positive attitudes to learning and positive relationships | 1-4 |

**Total budgeted cost: £***38,307*

# 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.

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| *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.*  The following data is based on teacher assessment against the standards for each year group within the national curriculum. The percentage indicates the proportion of children meeting or exceeding the standard expected for their age. The data refers to 2020/21.  There were 17 children eligible for Pupil Premium across the school. 71% met the expected standards in all areas (reading, writing and mathematics). 1 pupil successfully accessed a specialist school and continues to excel. |

## 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 |
| Accelerated Reader | Renaissance |
| Espresso | Discovery Learning |
| TimesTables Rockstar | Mathscirlce |

## 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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |