

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	Tatham Fells CE Primary
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	19/12/21
Date on which it will be reviewed	19/12/22
Statement authorised by	Fiona Ip
Pupil premium lead	Fiona Ip
Governor / Trustee lead	Helen Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6035
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8035

Part A: Pupil premium strategy plan

Statement of intent

Tatham Fells CE Primary School is a small rural school which currently has a very low number of pupil premium pupils.

We aim to ensure that pupils be given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support and through a broad and balanced curriculum. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support.

The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils undertaken termly through assessment and pupil progress meetings between the Headteacher and class teachers. Through pupil premium funding we ensure we have in place; whole-school approaches that impact on all pupils, focused support to target under-performing individuals and groups of vulnerable/ disadvantaged pupils. Specific support targeting pupil premium pupils.

We have a dedicated staff team which ensures the Pupil Premium funding impacts positively on achievement, attendance and emotional and pastoral care. The Headteacher is responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher alongside the staff team regularly evaluates the outcomes of pupil premium children compared to other pupils in school and also in line with their projected age-related progress to ensure the correct strategies and provision are in place. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

- **To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum and where possible exceed it.**

We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school.

- **Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At Tatham Fells we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced family learning mentor who works in close partnership with the family and children.

Challenges

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

Challenge number	Detail of challenge
1 Academic	Gaps in learning particularly in Mathematics and English caused by absence and lockdown. Additional tuition to address progress in maths.
2 Pastoral	Emotional health and wellbeing. Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress.

Intended outcomes

Intended outcome	Success criteria
Gaps in learning addressed	Improved standardised scores for pp children in Mathematics and English
Improved emotional health and wellbeing	Children seem happy and well adjusted in school. Parental reports on improved wellbeing at home.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cpd for staff on emotional wellbeing	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org	2
<i>CPD for staff on attendance</i>	https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	2
<i>CPD English- the write stuff</i>	https://www.thetrainingspace.co.uk/product/write-stuff/	1

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.

Budgeted cost: £ 950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching 20 mins 3 x week	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

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

Budgeted cost: £ 3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Individual reading to an adult 15 minutes 4X a week</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
<i>After school Tuition 1:2 45 mins per week</i>	Specialist tuition provided with the class teacher. Additional tuition provided at other times when a need is seen.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 1750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Allocate a learning mentor to ensure wellbeing, provide emotional security and encourage high levels of attendance</i>	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	2

Total budgeted cost: £8035

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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by using chrome books, distributed to every family in the school enabling them to take part in daily online lessons with their teachers and Tas.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Accelerated Reader, Star Reader, Star Maths, Freckle	Renaissance Place