

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	Ford End CE Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	1/2/22
Date on which it will be reviewed	09/22
Statement authorised by	Maire O'Regan/Sarah Cottee
Pupil premium lead	Maire O'Regan
Governor / Trustee lead	Mary Regan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795.00
Recovery premium funding allocation this academic year	£3,215
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	£18,010

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support PPG pupils to achieve that goal.

All children, no matter what their external factors are, have the right to a high quality education with exciting enrichment activities for learning. Within our Vision: 'Hope and a Future', disadvantaged children have the same opportunities as other children whether it be academically, emotionally or socially.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure PPG pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for PPG pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that disadvantaged pupils have gaps in their literacy and maths. PPG children are able to make at least expected progress, relative to their starting point and regardless of family circumstances.
2	Informal assessments, conversations with parents show that some disadvantaged pupils have emotional and mental health issues. Our goal will be that they are able to access appropriate support from the school and outside agencies.
3	Information and known Ford End Family backgrounds historically show that PPG children are less likely to sign up for after-school clubs. Our aim is for children in receipt of PPG to attend more clubs to increase cultural capital and opportunities to learn different skills.
4	Our attendance shows that children who are in receipt of PPG may have poor attendance and may not be in school on time. This academic year, attendance is at 92% for PPG children and 95% for non-PPG children.

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
PPG children (and those with SEND) are able to make progress, relative to their starting points	Outcomes show that percentages of PPG students, achieving expected outcomes, have improved.
Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate	Project me is arranged where appropriate and after a referral which is agreed by the family Families will report increased confidence after the series of counselling sessions
PPG uptake for clubs is increased. All children, regardless of their personal circumstances, have equal access to a range of enrichment activities.	Clubs/trips are free to children in receipt of PPG Funding and children report increased enjoyment
The attendance and punctuality of children who are in receipt of the PPG is improved.	Families who are persistent with non-attendance come to school regularly Inconsistent punctuality is eradicated by supporting families with the barriers that hinder them getting to school on time. Regular meeting will be held and letters are distributed to families whose attendance is below

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.

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

Budgeted cost: £15,725

Activity	Evidence that supports this approach	Challenge number addressed
<i>HLTA Intervention and whole class teaching</i>	HLTA supports individual children with targeted support. HLTA teaches in class 1 so that individual children receive more teaching from class teacher. Interventions have a high input on pupil outcomes.	1

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number addressed
<i>Project Me-a counselling and Life Coach provider, PPG funding will pay for all PPG pupils to attend</i>	The program for each child is short (6 weeks) proving the success of this counselling. This is predominately for well-being/anxiety. Counsellors support children with coping strategies.	2
<i>PPG children will be able to attend Clubs and educational visits connected to the curriculum</i>	Mental health/well-being. These clubs enable children to socialise and try new skills. These skills can support their ongoing well-being.	3
<i>The Essex Attendance officer will visit to improve attendance</i>	Increased attendance means higher outcomes for children, completion of the curriculum and increased confidence within school.	4

Total budgeted cost: £18,010.00

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 2021 to 2022 academic year.

- 100% of PPG students in year 6 achieved greater depth in reading and writing, but missed Maths by one point. EYFS and Y1 Phonics produced great results and above national.
- 20% of PPG children have accessed the Project Me Counselling service.
- PPG children attended at least one club last year
- TAs taught phonics, speech and language and reading to targeted PPG children to fill in gaps within their knowledge.
- The attendance for PPG children was below national even with support from the school

	National Average for all pupils in 2019	<i>2022</i> <i>Teacher assessment and SATS results for PPG</i> <i>Summer 2022</i>	<i>2022</i> <i>Teacher Assessment and SATs results for Non PPG</i> <i>Summer 2022</i>
YR GLD	72%	0%	100%
Y1 Phonics	82%	16%	92%
KS1 Combined Exp	65%	0%	55%
KS1 Combined GD	12%	0%	22%
KS2 Combined Exp	65%	0%	69%
KS2 Combined GD	11%	0%	23%

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
Family/child counsellors – 3 hours per week. Identified children are referred by staff and discussed with parents. Children are also referred by parents.	Project Me