

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	Huish Episcopi Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	01/09/21
Date on which it will be reviewed	31/08/22
Statement authorised by	T Doughty Davis
Pupil premium lead	L Kenchington
Governor / Trustee lead	J Gadd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,795
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years	£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	£56,740

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	School readiness is unavailable to some pupils which affects attendance, self-esteem and readiness to learn.
2	Home learning is unavailable to some pupils which increases the disparity with peers.
3	Aspiration is limited or low.

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
1) Enable all children to be 'learn-ready' in an equitable position to peers (school uniform, resources, extended school provision)	All children will be 'learn-ready' in an equitable position to peers
2) Enable all children to have access to high quality support for teaching and learning in school and at home (interventions, assessment and tracking, resources, technology, CPD)	All children will have access to high quality support for teaching and learning in school and at home
3) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age (Raising the Future programme, music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise)	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age

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.

Learn ready – Priority 1

Budgeted cost: £4,000

Activity	Evidence that supports this approach
<p>All children have equity with all learning opportunities in school.</p> <p>Children have exposure to an additional source of learning.</p> <p>Learning and curiosity is nurtured in a small group or 1:1 setting.</p> <p>Children have an increased awareness of future opportunities after school, college and university.</p>	<p>Language (vocabulary) and cultural capital is increased</p> <p>Intellectual curiosity is developed outside of the classroom</p> <p>Increased confidence with self is evident through small showcases</p> <p>Increased aspiration for future lives is evident in conversation</p>
<p>All children, including PP children, are exposed to the arts.</p> <p>Knowledge of modern Britain is increased.</p> <p>Children have an increased awareness of future opportunities after school, College and university.</p>	<p>Language (vocabulary) and cultural development is increased</p> <p>Enthusiasm for diversity and modern Britain</p> <p>An engagement with the arts which feeds through to the classroom and beyond into the community</p> <p>Possible increased aspiration for future lives is evident in conversation</p>
<p>All children, including PP children, are able to access extra lessons to ensure they can swim 25metres before leaving the school.</p>	<p>Equity between peers</p> <p>Increased water confidence and with self which is evident through conversation, skills and ability</p>
<p>Children have the exposure to people and places beyond their immediate surroundings.</p> <p>Children have an opportunity to participate in group activities in competitive surroundings.</p>	<p>Increased confidence with self is evident through conversation</p> <p>Leadership and organisational opportunities are developed</p> <p>Possible increased aspiration for future lives is evident in conversation</p>
<p>To increase exposure of pupils to modern Britain.</p> <p>All children, including PP children, have the opportunity to experience cultural and educational opportunities alongside their peers.</p>	<p>High attendance during trip or visit periods</p> <p>Equity between peers</p> <p>Language (vocabulary) and cultural development is increased</p> <p>Enthusiasm for diversity and modern Britain</p> <p>An engagement with the topic which feeds through to the classroom and beyond</p> <p>Possible increased aspiration for future lives is evident in conversation</p>
<p>To increase exposure of pupils to modern Britain.</p>	<p>Language (vocabulary) and cultural capital is increased</p> <p>Enthusiasm for diversity and modern Britain</p>

To provide learning opportunities to inspire, educate and enthuse.	An engagement with the topic which feeds through to the classroom and beyond Possible increased aspiration for future lives is evident in conversation
To increase exposure of pupils to modern Britain. To provide learning opportunities to inspire, educate and enthuse.	Language (vocabulary) and cultural capital is increased Enthusiasm for diversity and modern Britain An engagement with the topic which feeds through to the classroom and beyond Possible increased aspiration for future lives is evident in conversation

Teaching and learning - Priority 2

Budgeted cost: £46,000

Activity	Evidence that supports this approach
Teachers and TAs hold phonic sessions to ensure all children are secure in phonic knowledge. To include booster sessions	PP have equity or above with peers Phonic test pass rate above national average Embedding good reading habits from a young age
Teachers and TAs hold focussed subject specific sessions to ensure all children are meeting age related expectations	Greater depth being achieved across the curriculum by all pupils with or without home support Children closing the gap between peers
Child focussed support for PP children for challenging behaviour. Staffing permits children to be removed which ensures peers continue to access learning of quality and pace	Fewer episodes of challenging behaviour Children learning how to self-regulate more frequently All children continuing to access learning of quality and pace
Teaching Assistants support PP and other learners within or outside class with small group sessions or 1:1 support	Scrutiny of data through ELGs, phonics testing, KS1, KS2 statutory testing show parity with peers Pupil progress meetings, GL testing results show parity with peers
Support children experiencing loss, bereavement, trauma, friendship issues or other social/emotional issues Ensure an additional trained ELSA is on site to support children through programs or sessions	Attendance increased, reduced late marks Children's focus is improved showing parity with peer work Behaviour issues do not impact negatively on learning and progress
Engage an Educational Psychologist to assess children	Fewer episodes of challenging behaviour

	All children continue to access learning of quality and pace with scaffold and support relevant to the needs of each individual child
Continue to invest in assessment and tracking tools and materials which are efficient and accurate (GL, CGP, FFT, Renaissance Learning, Phonics Tracker, Tapestry)	Cumulative dysfluency is identified and rectified early in school careers Progress is above average when compared to national data through statutory testing
Continue to invest in an online safeguarding recording system	Attendance increased, reduced late marks Children's focus is improved showing parity with peer work Behaviour issues do not impact negatively on learning and progress
Subscribe to home learning resources: MyMaths, Bug Club	Self-motivated pupils ready to progress having learning habits embedded from an early age Scrutiny of data through ELGs, phonics testing, KS1, KS2 statutory testing show parity with peers Pupil progress meetings, GL testing results show parity with peers
Invest in books and online reading provision Provide a comfy reading area in Parrett Reading enticements (cactus plants) Additional material to ensure all books are phonically decodable	Avid readers from the very first days of entering our school Readers are learners and learners are readers is evident for all pupils All groups of children are inspired to write well which has been modelled through high quality texts
Invest in skill specific resources for the current EYFS cohort. Baseline data shows the 2020 cohort also have high needs for speech and language	Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality Communication, language and maths skills are developed in line with peers
Support learning through up-to- date technology	Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality Parental engagement with school is increased through regular interactions Computing skills are developed
Engage Phonic Expert provide training Salary reimbursement for visit to outstanding provision	PP have equity or above with peers Phonic test pass rate above national average Morale is high with improved staff well being Best practice is observed, implemented and embedded

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High aspiration – Priority 3

Budgeted cost: £8,000

Activity	Evidence that supports this approach
Provide items of uniform	Peer equity of attendance at school in the first and last two weeks of term Peer equity participation in sport lessons
Provide bags, pencil cases, dressing up clothes, mufti clothes, hygiene products, wash bags, swimming kits	High attendance on mufti, celebration, swimming and sport days or school play days Equity between peers
Provide reduced rate places for wrap around care through breakfast club and after school club (Busy Bees).	Attendance increased and reduced late marks Concentration is improved throughout the day with fewer behavioural issues

	Reading and homework is completed with supervision Children have working parents (modelling aspiration)
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Total budgeted cost: £58,000

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.

Review of Pupil Premium and Service

Impact

Each area funded or subsidised through pupil premium and service premium has been assessed against one or more of these five elements: aspiration, attendance, exclusion rates, statutory results and swimming results. Here is a summary of each element showing the impact of this funding:

Aspiration

This is the most challenging area to quantify. However, anecdotal evidence clearly shows an increased awareness of career opportunities from the earliest of ages in school. Questioning has taken place through one to one conversations, through curriculum work in PSHE and via the School Council.

	HEPS (2020-21)	National (2020-21)
Attendance		
Whole school attendance	96.97%	No data available
Exclusions		
Fixed term	1	No data available
Permanent	0	No data available
Statutory results		
Good Level of Development (EYFS)	82%	No data available
Phonics screening (Year 1)	92%	No data available
Reading, Year 6	100%	No data available
Writing, Year 6	92%	No data available
Maths, Year 6,	92%	No data available
SPaG, Year 6	88%	No data available

Service pupil premium funding

We use the same principles and methods for our Service Pupil Premium funding and outcomes.

Further information

Rationale

The Huish Episcopi Pupil Premium Strategy will enable Pupil Premium and Service Pupil Premium children to perform at least as well as their peers by closing any gaps which may exist from initial and ongoing assessments. We believe that ensuring equality of outcome, regardless of starting point or background, is an essential right for all children. We will endeavour to combat the national trend by using our strategy, tailored to our context and provision, to ensure equality for all children using Service and Pupil Premium funding. Our annual review will ensure each outcome is measured against its impact which will in turn inform subsequent provision planning

Main barriers to educational achievement for a number of our children in our school:

- Socio economic backgrounds (IDACI 2015 – Langport is in an area with a low income average, high unemployment and low access to health provision)
- Irregularity of home routines
- Parenting presence and stability
- Behavioural challenges
- Low levels of language as English speakers and EAL learners both on entry and throughout school career
- Low perception of education value
- Low aspiration for future lives

Strategy

Our Strategy consists of three elements which address the main barriers to educational achievement in our provision:

Enable all children to be 'learn-ready' in an equitable position to peers
(school uniform, resources, extended school provision)

Enable all children to have access to high quality support for teaching and learning in school and at home
(interventions, assessment and tracking, resources, technology, CPD)

Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age
(Raising the Future programme, music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise)