

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	East Crompton St James CE (VA) Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Adam Laskey
Pupil premium lead	Adam Laskey
Governor / Trustee lead	Kathryn Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,570.00
Recovery premium funding allocation this academic year	£7,000.00
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	£118,570.00

Part A: Pupil premium strategy plan

Statement of intent

- To improve childrens Speech and language development in early years and KS1 to be at ARE by year 4.
- Provide targeted intervention for reading, writing and mathematics.
- Use pre and post teaching to access quality first teaching for the above when intervention is not appropriate.
- For all children to access mental health and wellbeing and individual targeted support when required.

Challenges

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

Challenge number	Detail of challenge
1	PP childrens lack of engagement with online learning has led to more gaps in learning than other children.
2	Reception children have not experienced pre-school provision because of COVID lockdown this has impacted on S & L development
3	Phonics has not been taught consistently and been streamed during 2020/21 academic year.
4	Childrens mental health and wellbeing being effected by COVID

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
To ensure speech and language deficits are remediated by the end of KS1	Children will be meeting ARE for speech and language
Gaps in attainment due to covid and non PP pupils reduced	At least 70% of PP pupils at ARE for M,R,W
All pupils reach phonics screening standard by year 4	All pupils master phonics phases to level 6
For all pupils to access mental health and wellbeing at whole school level and individual when necessary	Ongoing indefinitely

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: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for new staff and revision for others	See EEF report impact phonics	3
Language and communication lead teacher to co-ordinate speech and language interventions	See EEF effective implementation report	2
HLTA to train to deliver REAL project	See EEF REAL programme	2
Recruitment and training for Emotional Literacy Support lead with degree in Psychology.	Oldham Educational Psychologists	4

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

Budgeted cost: £ 175000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Level 3 to deliver phonics interventions x1	See EEF effective use of teaching assistants	2
TA's Level 3 to deliver interventions & Pre / post teaching x 6	As above See EEF Catch-up Numeracy, Switch-on & BRP	1
HLTA to deliver REAL project x1	As above and EEF REAL project programme	2
Language and communications teacher to assess reception children S & L	See EEF WELLcomm, NELI, BLAST report	2

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

Budgeted cost: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	British Psychological society	4
My Happy Mind (Mental health whole school approach)	Our team brings together a wealth of experience in education design, leadership, social sciences and child psychology. All of our products are built based on positive psychology and neuroscience.	4

Total budgeted cost: £ £209,000

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.

Evidence in summer 2 data shows children who were PP and attended school have made better progress in R,W & M than those who didn't.
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Further information (optional)

- During the summer holidays the school received funding from the LA to offer full time holiday clubs with a focus on sport and nutrition. The was offered to Pupil Premium children. We had on average 20 each day.