

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	Itchen Abbas Primary
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	17 th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	A. Dear
Pupil premium lead	R. Bogan
Governor / Trustee lead	B. Dobson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,725
Recovery premium funding allocation this academic year	£2930
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	£15,655

Part A: Pupil premium strategy plan

Statement of intent

We expect all pupils at Itchen Abbas Primary in receipt of pupil premium, to make at least good progress in reading, writing and maths, through high quality inclusive teaching. We provide the right learning for the right child at the right time.

At Itchen Abbas, our community developed values underpin the inclusive culture and ethos of our school. Our values enable children to develop effective attitudes towards learning, strong learning behaviours and personal qualities. We teach our children to be reflective, resourceful learners with age-appropriate independence. Creativity is equally important to us, in the application of their learning and skills and as a means for self-expression. Developing respect and self-compassion enables children to form and maintain healthy relationships for others and themselves. We facilitate pupils to access a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils in all lessons
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision that we consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Additional teaching and learning opportunities through additional training of learning support assistants.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Involvement of the Education Psychology Service and other agencies to identify and address any barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Children have self-limiting paradigms, often resulting in the belief they will not be able to achieve in line or above their limited aspirations.
2	Life limiting ambitions and expectations of themselves, often in conjunction with limited life experiences and opportunities to join in enrichment outside of school.
3	Complexity of life outside school.
4	The attainment gap across Reading, Writing & Maths

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
Improvement in learning behaviours (Greater understanding of metacognition) and through developed self-belief and confidence.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.
Ensuring that children in school receive experiences that support their needs – including the development of their reading/spelling/tables.	Gap will close in progress between children who are and who are not in receipt of pupil premium funding.

	Children have the same opportunities to be successful through equity of access to resources and experiences.
Increased whole school and individual focus of the traits of confidence and learning behaviours, to support learning inside and outside of school.	Children visibly demonstrate confidence by sharing work in class/assembly and through their contribution to the school and community. Independence, perseverance, confidence and social skills are developed.

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: £4007

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of HIAS recovery plans. As a result of the disruption caused by Covid-19, HIAS produced recovery plans which we adapted for our school and children's needs.	EEF (+5 Months) – Mastery Learning Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.	4
Further development of Meta cognition across the school – CPD and access to research material.	EEF (+7 Months) – Metacognition Metacognition approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	1
Use of IRIS video technology for reflective, evaluative teaching to ensure high quality inclusive teaching for all. <i>£1667 (£5000 over 3 years)</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1 and 4
Purchase access to Hampshire Schools	EEF (+5 Months) – Mastery Learning	4

<p>Moodle to enable access to HIAS resources to support catch up resources</p> <p><i>£340 Annual Cost</i></p>	<p>Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.</p>	
<p>CPD – Development of the wider curriculum leading to improved progression and sequencing and closing gaps for missing skills</p> <p><i>£2000</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	1 and 4
<p>Support and induct new teaching assistant staff to enable high quality provision for all including role of the adult training and phonics / spelling CPD for all support staff.</p>	<p>EEF (+4 Months) – Teaching Assistants</p> <p>Teaching assistants (also known as TAs) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment & to provide targeted interventions, which can be delivered in or out of the classroom.</p>	1 and 4

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

Budgeted cost: £9980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistant hours employed to enable additional small group and 1:1 booster and intervention sessions including pre and post tutoring and programmes of support.</p> <p><i>£6700 for one term</i></p>	<p>EEF (+4 Months) – Small Group Tuition</p> <p>Small group tuition in our school often involves a trained teaching assistant working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p>	4
<p>Planning time for SEND alongside SENCO to enable appropriate,</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	1 and 4

high quality variation and support for all children with SEND <i>£480 SENCO CPD Group</i>		
ELSA & Education Psychology Service <i>£1100 (1 term of ELSA Support for identified children in receipt of Pupil Premium) £1700 EP Involvement throughout the academic year.</i>	EEF (+4 Months) Social, Emotional Learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 2 and 3

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Participation in Hampshire Inclusion Project.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1 and 4
Providing equipment to families where lack of technology or internet restricts access to remote learning.	EEF (+4 Months) - Parental Engagement. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	3
Continued high quality, routine and regular communication with vulnerable families.		
Support for children to develop stamina and independence in line or better than prior to lockdown.		
Continued implementation of self-compassion across the	EEF (+7 Months) – Self Regulation Self-regulation approaches to teaching	1,2, 3 and 4

<p>school and access to self- compassion and well-being resources flagged to parents.</p> <p><i>£1500 Self-Compassion CPD</i></p>	<p>support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	
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Total budgeted cost: £ 15 847

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.

In the year 2020-21, our focus was on:

- EEF (+4) Small Group Tuition in addition to high quality inclusive teaching.
- CPD including use of HIAS planning for preparing whole school catch up curriculum
- Forensic assessment and identification of starting points and gaps in knowledge.
- Releasing teachers for Pupil Progress meetings to discuss planning, next steps and interventions.
- Continuous CPD – developing metacognition within the classroom and developing use of feedback to move learning on.
- Providing additional TA hours across the school to enable more interventions and booster sessions to take place including pre and post tutoring.
- Self-compassion and well-being focus to support children in returning to school in a supportive environment where emotional well-being is supported equally to academic needs, with the understanding that children will not learn as well where they have mental-wellbeing difficulties.

Impact: Self-Compassion continues to be a focus, but this drive in the last academic year has allowed all children in the school to return to face-to-face learning successfully. Attendance remains high and are relationships with parents are strong. CPD for teaching staff on metacognition enabled children in Year 6 to conduct their own peer research in conjunction with the Head Teacher. Finally, CPD allowed for all children to access the recovery curriculum from HIAS and be ready to access the learning in the new academic year.

Service pupil premium funding

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?	Last academic year, we used our Service Premium allocation to fund an Education Psychology observation and consultation for a child and for outreach support to support identified needs.
What was the impact of that spending on service pupil premium eligible pupils?	Greater awareness of the additional needs of the child, CPD for teaching staff and improved learning outcomes from the child.