

Pupil premium strategy statement 2022-23



This statement includes information about what pupil premium funding is and how our school uses it to help improve the attainment of our disadvantaged pupils.

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2022/23:

- - £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- - £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- - £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS) Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium.

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all.
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed. Disadvantaged pupils and their families are held in high regard
- Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners. Professional development is focused on securing strong subject knowledge, metacognition and self-regulation.
- All children receive quality small group teaching through PLT (Personal Learning Time)

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school. PLT enables teachers to address individual's needs.
- Projects to achieve are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented

School overview

Detail				Data	
School name				Itchen Abbas Primary	
Number of pupils in school				71	
Proportion (%) of pupil premium eligible pupils				18%	
<i>FSM</i>	10/13 (77%)	<i>E6</i>	1/13 (8%)	<i>SC</i>	2/13 (15%)
Date this statement was published				September 2022	
Statement last reviewed				May 2023	
Date on which it will be reviewed				September 2023	
Pupil premium lead & authorised by				R. Bogan	
Governor / Trustee lead				B. Dobson	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,571
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	£10,571

Planned Expenditure

This details how we intend to spend our pupil premium money this academic year to tackle educational disadvantage.

High Quality Inclusive Teaching

Activity	Evidence and Rationale for this choice of activity?	Intended Outcome
<p>Develop and embed the use of Personal Learning Time (PLT)</p> <p>Continue to use small groups along with responsive teaching in order to address misconceptions quickly</p>	<p>EEF (+5 Months) – Mastery Learning</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>Internal Data and observations inform this approach, and is used to support children in their current and next phase in education. This will help support the progress of children in receipt of Pupil Premium and Service Premium funding.</p>	<ul style="list-style-type: none"> • SEND and Disadvantaged children make accelerated progress • Children practise things they find difficult • Depth can be added in reading writing and maths • Children can develop better independent skills • Misconceptions being addressed straight away • Greater challenge for the higher achieving children • Targeted use of support staff
<p>CPD – Development of the wider curriculum leading to improved progression and sequencing and closing gaps for missing skills</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	<ul style="list-style-type: none"> • SEND and Disadvantaged children make accelerated progress • Provision is matched to the needs of the children and enables better progress • Children have developed cultural capital and can access and make good progress in all areas of the curriculum • Children are clear on the knowledge and skills needed to be successful
<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>	<ul style="list-style-type: none"> • SEND and Disadvantaged children make accelerated progress • Support staff have a secure understanding of 'The Role of the Teaching Assistant' (EEF) and apply this to teaching and learning in the classroom

Targeted Academic Support

Activity	Evidence and Rationale for this choice of activity?	Intended Outcome
<p>TA support in classes and focussed interventions:</p> <ul style="list-style-type: none"> • 1:1 or small group interventions for reading, writing and maths • Support within lessons • TA meetings for CPD • SENCO Support 	<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> <p>Small group teaching has been identified to enable focused teaching to benefit all children including children in receipt of PP and SEND. It addresses misconceptions quickly and moves children on.</p>	<p>1:1 or small group interventions target and improve individual needs</p> <p>Improved understanding of SEND in reading, writing and maths</p>
<p>To bring attainment and progress of pupils in receipt of Pupil Premium in reading, writing and maths in line with disadvantaged nationally and close the gap to their non-Pupil Premium peers</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Some PP children are currently behind their peers. The gap is similar to national but needs to improve</p>	<p>The gap for PP children at Itchen Abbas reduces compared to national average</p>
<p>ELSA for all children in receipt of Pupil Premium & access to the Education Psychology Service as required</p>	<p>EEF (+4 Months) Social, Emotional Learning</p> <p>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.</p> <p>Some of the PP children have low self-esteem/social skills that need addressing to ensure progress in all areas of the curriculum</p>	<ul style="list-style-type: none"> • The gap for PP children at Itchen Abbas reduces compared to national average as staff have a better understanding and additional strategies to support children in class. • Emotional needs are being addressed • Improved self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.

Wider strategies

Activity	Reason for Allocation
<ul style="list-style-type: none"> Year R/1: TA time to support YR pupils in small groups including Phonics and continuous provision time. Year 2: TA time to support children in small groups including PLT time. Year 3/4: TA time to support children in small groups including PLT time. Year 5/6: TA time to support children in small groups including PLT time. 	<ul style="list-style-type: none"> The allocation of a TA in each class throughout each morning enables focus group teaching through our delivery of PLT. This will help support the progress and challenge of children in receipt of Pupil Premium & Service Premium. X2 TAs are employed to deliver KS1 & KS2 Interventions across the week, including targeted support groups and Rapid Phonic Catch Up Programmes. Each TA will take a group during lessons and focus on meeting individual needs. They will address misconceptions through AFL quickly and move children's' learning on, following the direction of the class teacher.
Payment for extra-curricular clubs and music tuition	Personal and social Provide significant subsidy of trips (including residential), clubs and music lessons to allow pupils eligible for Pupil Premium to access a rich and stimulating curriculum. Provide subsidy for uniform purchase/replacement

Total Expenditure:

Funding TA's across the morning to enable PLT and targeted academic support: **£16970**

Subsidising of clubs and music lessons: **£1880**

Total expenditure: £18850

We ask for voluntary contributions to our school trips and residential. We ask that all children, even those in receipt of Pupil Premium funding, pay a contribution towards trips, as we are unable to fund the entirety.

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.

In the year 2021-22, 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, this will be focussed on throughout our new PLT approach in 2022-23. Attendance remains high and are relationships with parents are strong. CPD for teaching staff on metacognition has shown to have had a positive impact on learning on all children.

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.