

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Creeping St Mary CEVAP School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022- 2025
Date this statement was published	03/12/2022
Date on which it will be reviewed	October 2023
Statement authorised by	Christine Friar
Pupil premium lead	Christine Friar
Governor / Trustee lead	Howard Cracknell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,290
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,290

## Part A: Pupil premium strategy plan

### Statement of intent

At Creeting St Mary Church of England Voluntary Aided Primary School our vision is to support our pupils as they strive to achieve the aspirational challenges we set for them spiritually, academically, socially and emotionally. As a school founded on and rooted in the Christian faith the words of Jesus that 'Anything is possible to those who believe' (Mathew 19 v 26 and Mark 9 v 23) underpin all our efforts.

Our ultimate objective for our disadvantaged and vulnerable pupils (disadvantaged or not) is that they are able to access the curriculum and achieve as highly as their peers. Through our Pupil premium strategy, we aim to ensure that disadvantaged and vulnerable children make the best possible progress and are given the same opportunities as their peers. We aim to ensure that all children have the self confidence and resilience to face the world beyond primary school. Our plan provides emotional and social support to those who need it and aims to ensure that their basic needs are met.

Through this plan we hope to ensure that disadvantaged and vulnerable pupils gain the early oral skills they need to fully access the curriculum. That they are supported with their reading skills and encouraged to see it as a pleasurable activity. Any lack of basic number skills does not hamper their development and that they have the self-confidence and resilience needed to make the most of every opportunity.

We will use a variety of teaching methods (including tutoring) to deliver the teaching and opportunities needed to fulfil our Pupil Premium Strategy. We will assess, plan, do and review to ensure that the best use is made of resources. We will also be willing to adapt if the need arises or if new difficulties or opportunities come to light.

## Challenges

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

Challenge number	Detail of challenge
1	Observations of and discussions with children in our reception class show that some of our children (often those who are vulnerable or from disadvantaged backgrounds) start school with poor oral skills, a limited vocabulary and often pronunciation difficulties. Some children find it difficult to speak in sentences and need regular practice doing so.
2	Monitoring of reading at home and phonics tests show that some children (often those who are vulnerable or from disadvantaged backgrounds) do not receive the regular practice at home that they need in order for them to progress quickly with their phonic, comprehension and reading skills.
3	Teacher observations, pupil perception meetings and discussion with parents show that some children (often those who are vulnerable or from disadvantaged back grounds) do not see reading as a pleasurable pursuit.
4	Tests and teacher observations indicate that some children (especially those who are vulnerable or from disadvantaged backgrounds) are not always secure in their basic number knowledge and this impacts on their progress in maths particularly as they progress through the school.
5	Staff observations, discussions with parents and our regular wellbeing survey show that some children (particularly those who are vulnerable or from disadvantaged back grounds) can lack self-confidence and resilience. They are sometimes less likely to put themselves forward, volunteer or challenge themselves.

## 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
Children's oral language skills improve over the course of the reception year.	PPG and other vulnerable children's score on the NELI test improves over the course of the programme. All children speak confidently in front of the class.
Children's reading comprehension is improved	PPG and other vulnerable children's progress is at least in line with expectations. Progress measured using a comprehension test.
Children's love of books is enhanced	PPG and other vulnerable children can talk animatedly about their reading and read a

	greater number of books. This will be monitored through discussions with an adult about what a child is reading, pupil perception meetings and a record kept on the number of books children read.
Children use their phonic knowledge to access appropriate texts	Non-SEND PPG and vulnerable children pass the phonics check at the end of year 1. Those with SEND demonstrate progress in their phonic work through internal testing.
Children's basic number skills are better imbedded	Children's enhanced number skills enable them to tackle more complex problems. PPG and other vulnerable children score more highly on problem solving SAT paper in Yr 6.
Children have better self-confidence and resilience.	Teacher observations and feedback from parents show that PPG and other vulnerable children are happier to tackle challenging and out of comfort zone activities. Analysis of wellbeing checks show greater levels of contentment for these children.

## 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: £7,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain small teaching groups to offer best possible levels of support	EEF evidence shows that very small group targeted interventions with a highly qualified teacher is highly effective. Tutoring has also been shown to build resilience (EEF).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4, 5
Enhance supply of phonic based books to complement the school phonics programme	Extensive evidence shows that phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
Purchase and introduce Accelerated Reader scheme. Purchase tests to check children's comprehension.	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2,3

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

Budgeted cost: £3,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small groupwork facilitated by extra TA support	As a small school which has mixed aged classes we have found that for children to make as much progress as possible we need to employ extra TAs so that the teacher can teach one year group while the other children practise skills under the supervision of a TA (working under the direction of the teacher) before the groups swap. We also use TAs to allow small group interventions to take place in order to address misconceptions and provided extra practice in basic skills for those that need it. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/technical-appendix</a>	1,2,4,5
Introduce Dynamo Maths for children identified as struggling with particular aspects of Maths	Dynamo Maths identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths. Dynamo Maths is underpinned by a researched and evidence-based <a href="#">NumberSenseMMR® framework</a>	4

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

Budgeted cost: £3,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring for PPG and other vulnerable children	Over the last few years we have found that regular mentoring by a senior member of staff, by taking an interest in the children and their lives, increases feelings of self-worth, builds resilience and gives a voice to disadvantaged and vulnerable children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	5
ELSA provision and training	We use ELSA, an educational psychology led intervention, to promote the well-being of children. The scheme supports children with their emotional development. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5

Nurture groups	<p>The use of nurture groups gives children space to talk about their lives and worries and gives peer support to children that may be struggling socially or emotionally.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5
Subsidising Residential trips	<p>In school observations and comments from parents following previous trips about increased confidence and resilience lead us to believe that this is a very worth while use of a small amount of money. It provides opportunities to build cultural capital.</p> <p><a href="http://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf">http://learningaway.org.uk/wp-content/uploads/Learning-Away-Interim-Evaluation-Summary-2-September-2014.pdf</a></p>	5
Breakfast club and basic needs fund	<p>Research shows that providing a calm start to the school day and a nourishing breakfast helps disadvantaged and vulnerable children to be ready to face the challenges of the school day.</p> <p><a href="https://www.evidence4impact.org.uk/interventions/1083?key_stage%5B0%5D=ks4#">https://www.evidence4impact.org.uk/interventions/1083?key_stage%5B0%5D=ks4#</a></p>	5

**Total budgeted cost: £ 15,290**

## 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.

Outcomes and progress for Pupil Premium pupils 21-22 were strong.

- a. Emotional support to help with self-esteem and thus academic progress.

All pupils accessed ELSA and nurture sessions and are able to discuss their feelings and share their worries to develop resilience.

- b. Mentoring for those needing 1:1 support to increase confidence.

Support from a senior member of staff as an advocate gives children a voice and a chance to share where they may be reluctant to do otherwise.

- c. Improved language skills for those starting school with very little speech.

1:1 work to build vocabulary and plenty of chances to talk in front of the class ensured all children in Reception made expected progress in this area.

- d. Targeted support for PPG children with SEND ensures these children make expected progress.

Pupils achieved well with some demonstrating accelerated progress. For those pupils with additional needs external support was requested and targeted interventions put in place to ensure progress was being made for this group too.

### Externally provided programmes

Programme	Provider
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Beat Dyslexia	
Dynamo maths	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A