

Pupil premium strategy statement (Including ACE)

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	Smarden Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	12 th October 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	T Dixon
Pupil premium lead	C Miller
Governor / Trustee lead	T Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,000
Recovery premium funding allocation this academic year	£1,800
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	£18,800

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils at Smarden Primary School

Smarden School is determined to ensure that **all** children achieve their potential. We have high expectations for **all** pupils, and seek to inspire disadvantaged pupils, and their families, to share these expectations; to value education as a way to change lives.

Our objective is to ensure that disadvantaged pupils make at least as much progress as their more advantaged peers, with the focus on disadvantaged pupils making accelerated progress. This means supporting pupils to achieve their academic potential, and to grow in character. We aim to empower pupils to overcome barriers, and to develop resilience, perseverance and determination to succeed. All pupils in this school are encouraged to develop as independent leaders.

How our current pupil premium strategy plan works towards achieving those objectives

Our pupil premium strategy is centred on working closely in partnership with families to identify barriers quickly and provide effective intervention to overcome these barriers.

The key principles of our strategy plan

Consistently sound 'Quality First Teaching' at Smarden ensures that all pupils learn the knowledge and skills that they will need in later life. At Smarden, it is our aim for **every** child to leave us at age related expectations in reading. However, some children, including those who are disadvantaged, need extra support to achieve this goal. Identifying early the barriers children may have to becoming fluent readers, including for example, daily opportunities to read to an adult or having a supply of books at home, mean that we encourage **all** children to develop a love of reading.

As a school, we therefore understand the need to focus on identifying barriers as soon as possible and providing early intervention, particularly in EYFS and KS1 to ensure that any gaps are swiftly addressed. We have therefore invested in a strong foundation in phonics delivered through Read Write Inc. and will be following the Mastering Number program in Key Stage 1. We have invested heavily in mathematics teaching at Smarden and follow the Mathematics Mastery scheme of learning.

Additional focussed support and pastoral care is given to those children who require it, so that all can achieve their full potential. This year, we are proud to be part of a pilot

project being run by TKAT to provide every pupil premium child with a 'Champion' who will build positive relationships with families and empower pupils to overcome their barriers. All pupil premium pupils at Smarden are given a 'Champion', a member of staff who will meet weekly with the pupil for 1:1 tutoring, to include 1:1 reading and ensuring that the pupil has an appropriate book that they are enjoying. The Champion also has weekly contact with the family to build relationships and overcome barriers. Every member of staff at Smarden has at least one pupil premium tutee and the intention is that this Champion will remain with the pupil as they move up through the school.

Our ACE programme is part of the roll out of the TKAT pilot started in September, which has been externally evaluated.

Challenges

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

Challenge number	Detail of challenge
1	<p>Improve attendance of PP pupils. Last year, Pupil premium attendance stood at 96%. This is an improvement on last year and Persistent absence of PP pupils has also reduced. However, our target is for PP pupil attendance to match the target of non PP pupils: 98%.</p> <p>Some PP families think daily attendance is not important or do not value education as highly as family excursions or mental well-being.</p> <p>Some PP children do not want to come to school because of low attainment or poor self-esteem, and parents too easily let their children stay at home. We need to improve PP pupils' well-being at school and self-efficacy. This will be achieved through differentiation, support, timely intervention and tutoring, to improve academic achievement. Nurture and support for well-being from ACE tutors will improve self-esteem. Other referrals will be made to support well-being or SEN as necessary as quickly as possible to improve progress.</p> <p>We need to work with parents to improve parenting skills and to help them understand the importance of regular attendance.</p> <p>Some parents of PP pupils have lower mental well-being themselves, and this impacts on their ability to support regular attendance.</p>
2	<p>Improve school engagement of pupil premium pupils, including goal orientation, motivation, self-efficacy and behaviour.</p> <p>Expectations of pupil premium pupils, and their families, need to be raised.</p> <p>As above.</p>
3	<p>Improve attainment and progress of pupil premium pupils. SEN and disadvantage should not necessarily be linked, but at Smarden the percentage of children who are disadvantaged and SEN is high. This remains the most significant barrier to the future attainment of disadvantaged pupils here. It is therefore vital for us to focus on improving our SEN support at Smarden, identifying needs correctly and quickly,</p>

	providing timely and effective intervention, seeking specialist advice and support where necessary so that pupils can catch up with their peers.
4	Improve take-up of school opportunities -we aim for the parents of all pupil premium pupils to accept their offer of ACE tutoring and interventions offered to their children. ACE tutoring to be seen as an opportunity not to be missed.

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
Pp pupils with ACE Tutors, over time and relevant to the context, will have:	
<ul style="list-style-type: none"> Rapidly improving attendance or attendance that is at or above the national average for all non-Pp pupils. 	Target is 98% average attendance for PP pupils for academic year 2021-2022. % PA reduced PP Pupils want to come to school.
<ul style="list-style-type: none"> Rapidly improving or good pupil engagement compared to their peers. 	PP pupils know their targets and are motivated to achieve them. Incidence of red and yellow cards given in class is reduced. Improved progress and attainment. Improved engagement in class. All pupils are happy, feel safe and confident (as measured by Boxhall profile online and the Impact Ed survey) at school. Pupils are resilient and do not give up when they find learning hard.
<ul style="list-style-type: none"> Rapidly improving outcomes or outcomes that are at or above the national average for all non-Pp pupils. 	Improved progress and attainment. Gap between the attainment of PP pupils and their non PP peers is reduced.
<ul style="list-style-type: none"> Increased uptake of opportunities offered by the school outside of the classroom including raised career aspirations. 	All PP pupils are receiving ACE tutoring.
<ul style="list-style-type: none"> Increased communication between school and home with rapid intervention or referral processes, as required 	Regular weekly communication between ACE tutor and family. Improved communication. More rapid referral to external services or specialist help. To be measured: number of referrals made by tutors.

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: £ 11,000 (£3000 to be met by PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher in KS1 to work an additional day in order to embed teaching of phonics, writing and maths across the week.	Our Year 1 and 2 class need additional support, particularly in writing and maths. Our KS1 teacher delivers outstanding Quality First Teaching which enables all to make accelerated progress. This funding will allow her to work an additional day in Austen class which means the children will further benefit from continuity across the week.	2 and 3

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

Budgeted cost: £ 11,520 + £2840.35 = £14,360.35 + £500 = £14,860.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACE tutoring 1 hour/week targeted support for every pupil. 50 mins 1:1 tutoring 10 mins weekly meeting with parent. Extra time for referrals as necessary.	"Overall the evaluation from the ACE programme's pilot year sees promising evidence of impact, particularly on pupils' attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future." ImpactEd September 2021.	1,2,3,4
Freckle – individual online maths intervention	Program which uses assessment information obtained from STAR maths test to provide each child with personalised maths practice.	2,3
Drawing and Talking Training £500	Several studies support this approach eg North Yorkshire Intervention guidance: "Drawing and Talking is a child-centred therapy focusing on prevention, early intervention and recovery of mental health issues. Drawing and Talking is a safe and easy to learn serial drawing technique for use	1,2

	with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. The technique is based on Jungian and Attachment (Bowlby) theories. Drawing and Talking therapy supports those who are not realising their full potential either socially or academically. Outcomes: Improved behaviour Improved access and engagement with the curriculum Increased self-esteem”	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 940.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint and train Lead and Tutors	“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021.	1,2,3,4
Link Tutors and pupils according to need		
Communicate programme in and out of school		
Implement recording and tracking system		
Support Tutors to ensure pupils have appropriate goals/targets		
Provide supervision support for Tutors		
Improve access to wider opportunities for disadvantaged children- 50% of all school trips including residential trips to be paid. Wrap around care – 50% off to PP children.	Pupils are not discriminated due to financial hardship. Providing wider opportunities for pupils beyond the school gives pupils rich inspirational experiences. They also allow pupils to develop social interaction and increase level of wellbeing and involvement.	2,4

Total budgeted cost: £ 18,800.35

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.

Progress based on NTS tests, STAR reading tests and No More Marking Writing Assessment.

Assessment	December 2020	July 2021
NTS Reading assessment	58% WTS 42% EXP 8% GDS	29% WTS 71% EXP 21% GDS
STAR reading test	60% WTS 40% EXP 20% GDS	55% WTS 45% EXP 27% GDS
Maths NTS assessment	50% WTS 50% EXP 17% GDS	31% WTS 69% EXP 23% GDS
No More Marking Writing Assessment	58% WTS 42% EXP 8% GDS	50% WTS 50% EXP 8% GDS

Results show good progress in reading and maths, less progress in writing.

Review of Expenditure 2020-2021 Total expenditure: £20,800			
Quality of Teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve progress in reading, writing and maths, <i>particularly in writing.</i>	Talk4writing approach across all key stages.	Partly achieved but writing was badly hit by lockdown across the year.	To be continued.
	Monster Phonics	Progress in phonics was not swift enough in Year R. This meant that KS1 were on catch up and this impacted negatively on writing progress.	Introduction of Read, Write Inc to replace Monster phonics. Better training for staff in phonics and clear leadership.
	Mathematics Mastery	Consistency in maths teaching has considerably improved.	To be continued. Further work to be done on adaptation. The program to be further embedded throughout the school.

	Times tables Rockstars	Significantly positive impact on motivation in maths for all pupils, including PP pupils.	To be continued
	Spelling Shed	Not fully assessed for impact due to lack of summative assessment.	To be continued but improved impact assessment needed.
	Accelerated Reader	Success criteria met. Improved progress in reading for all pupils. 100% of Year 6 met the expected standard in reading.	To be continued. Focus to be on increased accuracy in quizzes.
	Chrome books for all Pupil premium pupils to be taken home in case of lockdown.	Success criteria met. 100% of pupils attended live lessons during final week of lockdown.	To be continued in case of further school closures.
Targeted Support			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To improve progress in reading, writing and maths	Extended learning and mentoring scheme – 1 hour tutoring from a qualified teacher or HLTA either before or after school for all PP pupils in Year 3 and above.	Some progress – see above results.	Only pupils in Year 3 or above benefitted from this approach. Pupils were not distributed evenly amongst members of staff so that some were overloaded. No staff training for this. To be continued with ACE approach.
Other Approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To further develop resilience through a focus on pupil wellbeing	Forest school-training for Level 3 Forest school leader	Success criteria met in that Forest School very popular.	Impact assessment needed to be more accurate using pupil voice survey. Groups in the Forest need to be smaller in order to allow real Forest school learning to take place.
	Play therapist	Success criteria met. Significantly positive impact on pupils receiving play therapy.	Play therapist left for personal reasons. To be replaced with Drawing for Talking.
Improve access to wider opportunities for disadvantaged children	50% of all school trips including residential trips to be paid.	Success criteria met but lockdown had a negative impact on the amount of trips planned including residential.	To be continued.

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	Wrap around care – free to PP children.	Success criteria met but lockdown had some negative impact on the range and scope of wrap around.	To be continued but at 50% of cost due to cost of ACE tutoring.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader and the STAR reading test	Renaissance Learning
MyMaths	Oxford University Press
Times Tables Rock Stars	Maths Circle
Spelling Shed	Education Shed

Service pupil premium funding (N/A)

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?	None received
What was the impact of that spending on service pupil premium eligible pupils?	

