



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	Stradbroke Primary School
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	16.5% April 21 9.1% Autumn 21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	CEO
Pupil premium lead	Melanie Barrow
Governor / Trustee lead	Tim Mawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,253
Recovery premium funding allocation this academic year	£8,640
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	£28,893

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Stradbroke Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We also recognise that pupil premium children may excel academically and funding should be utilised to stretch and challenge pupils.

Providing opportunities for children to experience culture and have experiences to develop their awareness of the wider world is of fundamental importance.

Our priorities

Our priorities are as follows:

1. Ensuring that there is high quality teaching and learning in every class.
2. Closing the attainment gap between disadvantaged pupils and their peers.
3. Providing targeted academic support for pupils who are not making the expected progress.
4. Increasing engagement with families of 'hard to reach' children.
5. Addressing non-academic barriers to attainment such as well-being, attendance and behaviour.
6. Ensuring that all disadvantaged pupils are fully included in the life of the school
7. Providing cultural experiences for pupils to develop their knowledge, experience and understanding of the Curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of parental engagement and investment
2	Limited experiences leading to poor cultural capital
3	Low self-esteem and poor mental health
4	Physical needs including diet and sleep
5	Attendance and punctuality

6	Poor numeracy, weak vocabulary and poor exposure to books out of school
7	Low aspirations and lack of awareness of opportunities
8	Self-regulation, behaviour and social awareness.

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 will achieve good academic outcomes.	<ul style="list-style-type: none"> Children will be fluent readers and have an extensive vocabulary that they can use to express themselves both verbally and in writing. They will be fluent mathematicians.
Children will have greater cultural capital.	<ul style="list-style-type: none"> Children will learn about the world around them including their local area, their own country and further afield. They will have a broad knowledge of STEM, the humanities and the arts-including opportunities to perform.
Children will be confident.	<ul style="list-style-type: none"> Children will talk positively and with conviction about themselves and their place in society.
Children will have maximum time in their educational environment.	<ul style="list-style-type: none"> Attendance and punctuality will improve.
Children will be mentally and physically healthy.	<ul style="list-style-type: none"> Children will understand the importance of mental and physical health and understand
Children will be involved in all aspects of school.	<ul style="list-style-type: none"> Children will be able to participate in all areas of school life and extracurricular opportunities.
Children will leave with the knowledge and awareness of opportunities and pathways available that will lead to high aspirations.	<ul style="list-style-type: none"> Children will be able to articulate a range of potential careers options.

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: £7,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved reading resources including phonics training (including eBooks) and new synthetic phonics scheme. (£5,000)	Phonics has a positive impact overall (+5 months) EEF	6 (also 1, 2 & 3)
Staff have had training in mental health including bereavement, emotional 1 st aid and suicide prevention. (£500)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+5 months) EEF	3 & 8
Specialist SEN training e.g. ASD and dyslexia. (£1,000)	Individualised instruction: Moderate impact for very low cost based on limited evidence (+4 months) EEF	6 (also 1, 2 & 3)
SEN software subscriptions. (£500)	Individualised instruction: Moderate impact for very low cost based on limited evidence (+4 months) EEF	6 (also 1, 2 & 3)
Training in assistive technologies e.g. Clicker. (£250)	Individualised instruction: Moderate impact for very low cost based on limited evidence (+4 months) EEF	6 (also 1, 2 & 3)

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch-up tutor-maths and English</i> (£5,000)	One to one tuition: High impact for moderate cost based on moderate evidence (+5 months) EEF	1, 2, 3 & 6
<i>Catch-up TAs e.g. Rapid Readers, Dyslexia Screener, Nessy and precision teaching.</i> (£2,000)	Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence (+4 months) EEF	1, 2, 3 & 6
<i>Class-based interventions e.g. Reading Comprehension, Guided Reading texts</i> (£3,000)	Reading comprehension strategies: Very high impact for very low cost based on extensive evidence (+6 months) EEF	1, 2, 3 & 6
<i>'Rapid Reading' resources</i>	Reading comprehension strategies: Very high impact for very low cost based on extensive evidence (+6 months) EEF	1, 2, 3 & 6

(£1,000)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to wraparound care</i> (£2000)	Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF	1, 2, 3, 4 & 5
<i>Free clubs</i> (£500)	Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF	1, 2, 3, 4 & 5
<i>Play-based therapist</i> £50 per session (£3,500)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+5 months) EEF	1,3, 4, 5, 7 and 8
<i>Subsidised trips</i> (£2,000)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+4 months) EEF	1, 2 & 7
<i>Subsidised uniform</i> (£500)	Can lead to low pupil self-esteem if not seen to fit.	1 & 3
<i>Participation in sport including adventurous activities</i> (£2,000)	Physical activity Low impact for very low cost based on moderate evidence (+1 month) EEF	3 & 4
<i>Forest school holiday clubs</i> (£500)	Outdoor adventure learning: Unclear impact for moderate cost based on insufficient evidence	1, 2 & 7
<i>Sensory resources</i> (£500)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+4 months) EEF	5 & 8

Total budgeted cost: £ 29,750

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.

1. School purchased high quality additional reading books allowing a closer match to reading age. Children were keen to use them and parents were positive.
2. Records of children's use of Rapid Reading showed that even during lockdown progress was being made in intervention and some no longer need this.
3. Monitoring of independent writing has shown improvements in grammar.
4. Children lower down in school seem more confident with phase 3 phonics and number recognition.
5. A case study of LACs shows that they greatly benefitted from holiday club activities and play-based therapy.
6. The school has been commended at LAC reviews and PEPs for the exceptional level of nurture provision.
7. Teachers are noticing a greater engagement by PP children in class who now feel they have more to contribute.
8. We believe we have developed cultural capital for all PP children through educational visits and even when this were not possible, through our visiting speakers and experiences.
9. Children made demonstrable progress from their starting points. We were particularly pleased with attainment in reading. In Year 6, most Pupil Premium children would have achieved at least expected outcomes in formal assessments. The average gap between PP and their peers is narrowing over time.
10. All children with PP were able to fully participate in extra-curricular, adventurous and enrichment events.
11. Pupil behaviour has improved with fewer recorded incidents and no children being excluded in the previous 3 years.