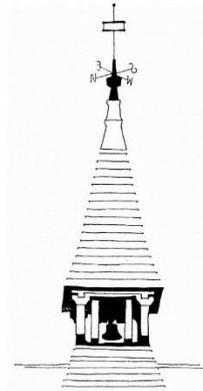


Pupil Premium Strategy Statement



Sound and District Primary School 2021 / 2022

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Funding for 2021 to 2022

The PPG per-pupil rate for 2021 to 2022 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£955

1. Summary information					
School	Sound and District Primary School				
Academic Year	2021/2022	Total PP budget	£17,485	Date of most recent PP Review	August 2021
Total number of pupils	141	Number of pupils eligible for PP	13	Date for next internal review of this strategy	September 2022

Disadvantaged pupils

Pupil premium per pupil

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,345

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) £2,345

2. Attainment Yr. 6 (July 2019) NO RESULTS AVAILABLE FOR JULY 2021 DUE TO COVID LOCKDOWN

Context: There were 16 children on the PP register. 6 of our PP children have SEN needs. The focus last year was centered around two main priorities: PP children making at least expected age related progress. The progress made by PP children at the end of KS2 is in line with progress made by non PP pupils.
Internal Assessment Data

100% of PP children had access to well-being support by trained staff both remotely and on their return to school. Their emotional wellbeing was constantly monitored by teachers and the Pupil Premium Lead which meant that PP children were coming to school and they were ready to learn. Pupil Premium attendance was 94.31% compared to whole school of 96.1%. This attendance figure was slightly affected by 1 SEN pupil with significant medical needs who became eligible only a few weeks into the Summer term and had recently started to come to school on a full time basis. The drive to close the attainment gap was evident in our daily practice and the following data shows the impact of this more clearly.

*Internal assessments show pupil progress
The following percentages show expected or more than expected progress*

% making progress in reading	100%	
% making progress in writing	94%	
% making progress in maths	94%	

3. Statement of intent

At Sound and District, we aim to provide a good start in life for all our pupil premium children by ensuring that the quality of teaching across the school is at least good with increasing areas of outstanding teaching. The needs of PP pupils are core to the work that we do, with a consistent approach across the school and that high quality CPD is delivered to all staff, including that which has a focus on the needs of more deprived children.

Our aim is that all our Pupil Premium children make accelerated progress in core subjects so that their attainment shifts closer to that of their peers. We use same-day opportunities to close daily gaps in lessons. We ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence and readiness to learn but also their well-being.

We offer some Pupil Premium children a more personalised support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium so our staff and Pupil Premium leads work with parents to ensure that any difficulties can be addressed, and that they can sign post parents to other forms of support for children and for families.

We continue to ensure that Sound and District continues to be ‘ *One big family where we all care for each other, learn and grow together.*

4. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | To support pupils social and emotional needs |
| B. | To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium. |
| C. | To improve attainment and progress in maths for pupils entitled to the Pupil Premium. |
| D. | To provide financial support for trips, extra-curricular activities and other school costs and opportunities |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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|-----------|--|
| E. | To work closely with families to improve attendance. |
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5. Desired outcomes – Teaching/Outcomes/Wider Approaches

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Social and emotional needs which affect pupils’ learning	To support pupils’ social and emotional provision through access to appropriate interventions. PP pupils gain in confidence and resilience. Demonstrated by greater engagement in school activities both academic, physical and artistic.

B & C	To improve attainment and progress in Reading, Writing and Maths for pupils entitled to the Pupil Premium.	The majority of the PP children making expected or above expected progress across the year.
D.	To provide financial support for trips, extra-curricular activities and other school costs and opportunities to ensure inclusion.	An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health. More children taking up peripatetic lessons in comparison to last academic year.
E.	To work closely with families to improve attendance.	PP children's overall attendance is improved through regular contact and support with families.

Financial year

Amount of Pupil Premium funding

2021-22

Funding:

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Support for pupils for trips and residential/after school clubs/music lessons/enrichment opportunities/	Per pupil allocation Total Spent: £4100.00	Continued required support to ensure inclusive education	Funding ensures all pupils able to access extra-curricular and enrichment activities – money paid out for estimated ???? pupils over the year	Inclusion Highly successful	Class Teachers/Admin.	
Small Group Interventions and 1:1 sessions with Teaching Assistants	All pupils benefitted from small group or one to one support during academic year. – Additional TA hours £12,000	Established initiative but new therapy offered	Established support across Year 1-6 based on individual needs which range from maths fluency, writing, reading and phonic interventions.	Narrowing gaps, accelerated learning. Reducing numbers to allow for greater direct teacher interface with each pupil and encourages confidence and self-belief.	Class teachers/parents/SENCO/HeadTeacher	
Support for the wellbeing of parents and children. Breakfast Club School Uniforms	Allocation £328.00 Breakfast Club £500.00 Uniform	Established initiative	PP children have the opportunity to attend a breakfast club and have access to school uniform.	To support pupils self-esteem, sense of wellbeing and belonging.	Class Teachers/Admin.	

Training and delivery of Nessy to support Spelling and Reading IDL – Dyslexia Learning Programme	£540.00 allocation (materials and training time in school)	Established initiative	Nessy is a learning resource to develop and support spelling and Reading. It can be used to assess children , train and inform teachers, and provide an instructional solution that motivates children.	All pupils receive quality intervention that supports and develops their reading, writing and spelling .	Class teachers/parents/SENCO/HeadTeacher	
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Total budgeted = £17,468