

# Stanford in the Vale CE Primary INTENDED USE OF PUPIL PREMIUM Report to Parents & Guardians for 2021/22



The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more fortunate. In 2021-22 funding is calculated on the basis of £1345 for each pupil who has been eligible for free school meals in the past six years, and for looked after children in care for more than six months. There is a related Service premium of £310 for children of families in the armed services.

The funding is provided to schools, which decide how best to spend this according to local needs.

This year our school budget included a total Pupil and Service Premium of £33,210 (3,6% of our overall revenue budget), and below is a summary of the way we will use this funding to support our pupils' learning.

For a more detailed report please see the Governor's report for impact of PP Spending.

Actions to be taken Target pupil group	Impact on learning outcomes	Evidence: pupil attainment & progress
<p>Interventions/ support to fill gaps Teacher to support target group (Sept - Nov) <i>Free School Meals (FSM) children.</i></p>	<p>Filling the gaps in learning/development of basic skills for PP children and others.</p> <p>This support helps children to develop the ability to sustain attention, develop concentration and feel motivated to learn following extended periods of lockdown in Y1.</p>	<p>NB. This support ended in Nov 2021</p> <p>The smaller group work has also led to increased self-esteem and has helped to develop good behaviours for learning.</p>
<p>Use of partnership HSCLW to help develop emotional needs. <i>Free School Meals (FSM) children</i></p>	<p>The HSCLW provides immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg PCAMHS) in need of vital support for mental health and well-being issues.</p> <p>The HSCLW helps children to recognise/identify and begin to manage emotional issues.</p>	<p>Children have received support and intervention for emotional and social needs to help improve behaviours for learning.</p> <p><b>July 2022</b></p> <p>30% achieved ARE in Reading</p> <p>20% achieved ARE in Writing.</p> <p>30% achieved ARE in Maths.</p> <p>ARE = Age Related Expectations</p> <p>The HSCLW provides valuable information and insight into the nature and severity of children's emotional needs which is then fed into Team Around the Family meetings with successful outcomes in the majority.</p>

<p>Emotional Literacy Support (ELSA) Train new member of staff <i>Pupil Premium (PP) Children.</i></p>	<p>Specialist training to support the children with significant emotional needs to develop the skills to identify, regulate and communicate their emotions and feelings.</p>	<p>Children with significant social and emotional needs are developing strategies and approaches to identify, understand and manage their emotional reactions to situation</p> <p>Staff member has been attending training this year.</p> <p><b>July 2022</b></p> <p>100% PP children receiving ELSA support achieved ARE in Reading, Writing and Maths</p>
<p>Trips, Swimming and Residentials <i>PP Children</i></p>	<p>Y6 Residential was a great success. All PP children were able to attend %age for the day only. The children developed in maturity, confidence and emotional resilience. Trips provide an enriched opportunity to develop first hand knowledge of a topic, which then impacts on their understanding and recording of key elements.</p>	<p>PP children have received financial support for school residential trips, class trips, swimming, top up swimming and school clothing. Being able to take part in school trips has helped to enhance the children's learning and enjoyment of a topic.</p>
<p>Small group intervention work on writing, comprehension, maths, phonics and daily reading. <i>FSM children</i></p>	<p>Children are approaching writing tasks with more confidence. They are beginning to show more understanding of what is expected from them and how to achieve the objective.</p> <p>Children are becoming more confident discussing texts and answering questions about them.</p> <p>In year 6 there is a focus on interpreting and understanding SATS questions and children are encouraged to apply their knowledge independently.</p> <p>Children are more confident using and understanding the maths curriculum. In some cases children are beginning to use and apply their knowledge back in the classroom.</p> <p>Children will be more able to use their phonological knowledge to make plausible attempts at spelling.</p> <p>Children will pass the Phonics Screening Check.</p> <p>Children's confidence has improved. Staff are more able to recognise and identify different support needs and develop effective strategies to support and address them.</p> <p>Also provides opportunities for children to develop independent strategies to approach and complete tasks</p>	<p>16 x PP children joined small groups for Reading, Writing and Maths across the year</p> <p><b>Summer data 2022</b></p> <p>13% PP children achieved ARE in Reading.</p> <p>13% PP children achieved ARE in Writing</p> <p>44% PP children achieved ARE in Maths</p> <p>1 x EHCP secured for PP child 2021-22</p>
<p>Allowing access to the wider curriculum and outside interests <i>PP children</i></p>	<p>Children are able to access/attend activities/events outside of school in the same way as their peers.</p>	<p>Financial support with activities outside school.</p>

<p>Use of Breakfast Club or After School Club <i>PP children</i></p>	<p>Children are cared for in the club to help parents who otherwise would struggle to drop off or pick up.</p>	<p>Ongoing for some families with PP children.  Parents and children give positive feedback about the food and activities offered at this facility.</p>
<p>Improve attendance of children so that they are in school accessing the curriculum <i>PP children</i></p>	<p>Children need to be in school to learn and progress. We are working with some families to improve attendance.</p>	<p><b>July 2022 Absence Figure</b>  NON FSM = 5.7%  FSM = 10.4%</p>