# 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 | Sarratt C of E Primary |
| Number of pupils in school | 156 |
| Proportion (%) of pupil premium eligible pupils | 10 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Nicola O’Hare |
| Pupil premium lead | Nicola O’Hare |
| Governor / Trustee lead | Mel Boda |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £12, 105 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £14,105 |

# Part A: Pupil premium strategy plan

## Statement of intent

| *At Sarratt Church of England School, Christian values are at the heart of everything we do. We deliver our vision through following The Sarratt Way in which we treat others the way we would want to be treated ourselves and strive to do our best to be our best. We enable our children to become resilient and self-assured learners in a nurturing environment where individuals, of all faiths and none, are respected and valued. Our inspiring and broad curriculum engages young minds and promotes enquiry based learning to prepare children for their future in modern Britain.*  **Principles**   * We ensure that Teaching and Learning opportunities meet the needs of all pupils * We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed * In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals * Pupil premium funding will be allocated following a needs analysis which will identify priority areas/individuals/groups   **Rationale:**   * To close gaps in attainment by accelerating the progress of pupils in receipt of PP funding. Our strategy is to invest in early intervention whenever possible. * To build on the positive impact of PPG spending last year by further developing and extending provision to meet the identified needs of individual pupils through targeted additional support and intervention. * To continue to invest in high quality resources and training to further improve ‘Quality First’ teaching and learning to ensure sustained positive impact for all pupils.   Focus areas for this group of pupils for our school this year have been identified as **early reading and writing development** and **Social and emotional skills (PSHE)** in particular. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | Emotional and social needs of identified PPG pupils create a barrier to learning and achievement. |
| 2 | Identified PPG children do not achieve academically in line with their peers in the development of early reading and writing. |
| 3 | Identified PPG children do not have the same broad and rich experiences outside of school. |
| 4 | Identified children do not have access to the resources and equipment needed to access all areas of the curriculum and school life. |

## 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** |
| --- | --- |
| Support emotional and social needs of identified PPG pupils to allow children to access learning and achieve success in all areas of school life. | Improved social interaction within friendship/ peer groups  Emotional needs of pupils fully supported enabling them to cope with emotional and behavioural difficulties and achieve well in school  All staff well equipped to deal effectively with behaviour incidents  Reduction in number of behavioural incidents in class and at break times  Improved confidence and self-esteem  Systems in place for robust monitoring of issues within school |
| Ensure all pupils achieve, as a minimum requirement, age related expectations in early reading and writing.  Where pupils are identified as working below age related expectations, support is given to enable them to make accelerated progress in order to close the gap. | All PPG pupils make, as a minimum requirement, expected progress from their baselines, allowing them to achieve ARE.  Where pupils’ baselines show they are working below ARE, strategies ensure they make greater than expected progress to close the gap. |
| Ensure pupils have access to a high quality curriculum which provides opportunities to broaden educational experiences. | Engagement and enjoyment in curriculum learning is improved, impacting on attainment and progress.  Pupils are enabled to have a broader educational experience, provided opportunities to learn outside of the classroom. |
| Ensure all pupils have equal access to resources and experiences as their peers. | Pupils are equipped and have access to resources to enable them to fully access all areas of school life. |

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: £4,250

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| TA hours for intervention across school | Targeted intervention based on effective assessment of children’s needs has a positive impact on children’s learning *‘where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching’* EEF | 2 |

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

Budgeted cost: £2,000

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| RWI programme introduced across EYFS and Year 1 to ensure all children establish firm foundations in phonics and early reading and writing | Read Write Inc (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.  Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc. | 2 |

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

Budgeted cost: £7,850

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Additional Pastoral support during lunchtime | EEF states that behaviour interventions can have an impact of 4+ months | 1 |
| SENCo time | EEF states that teaching interventions can have an impact of 4+ months. The SENCo is fundamental in ensuring that the interventions are informed and focused. | 1 and 2 |
| Costs for subsidised trips, clubs, music lessons and activities | Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged pupils. | 3 and 4 |
| Play therapy contribution | EEF states that behaviour interventions can have an impact of 4+ months | 1 |
| KLS Family support worker (counsellor) contributions  Kings Langley Partnership Schools and Families contribution | EEF states that supporting social and emotional learning can have an impact of 4+ months | 1 |

**Total budgeted cost: £ 14,100**

# 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.

| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |
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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** |
| --- | --- |
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|  |  |

## Service pupil premium funding (optional)

*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? | TA hours for intervention across school (20 hours per week x 39 weeks) £8,500.  Additional Pastoral support during lunchtime (5.25 hours per week x 39) £2,300  SENCo time (1 day per half term) £800  Costs for subsidised trips, clubs, music lessons and activities estimated at £3,000  Additional resources to support intervention and curriculum estimated at £1,000  Play therapy contribution £500  KLS Family support worker (counsellor) contributions £2000  Kings Langley Partnership Schools and Families contribution £903  SCARF PSHE Curriculum £350 |
| What was the impact of that spending on service pupil premium eligible pupils? | Peer Befriender programme lead by Pastoral lead provided support during lunchtime for those children needing help to interact and socialise positively  No major behavioural incidents – incidents not able to be dealt with through normal classroom procedures reported.  Reduction in number of lunchtime and playtime pastoral and behavioural issues  CPoms used effectively to track and monitor incidents  Identified children receiving support through School counselor and play therapist  Children achieving in line with peers  All children making expected progress +  Access to subsidies for uniform and experiences in place  Children without access to electrical device provided with Laptop or chromebook during school closure |