

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It covers the income and expenditure across the academic year from September 2022 to August 2023.

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	Streatley CofE Primary
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	April 2023
Date on which it will be reviewed	Termly
Statement authorised by	L Roberts
Pupil premium lead	L Roberts
Governor / Trustee lead	D Lowery

Funding overview

Funding	
Detail	Amount
Pupil premium funding allocation and budget set this financial year	£1,705
Recovery premium funding allocation this financial year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£370
Total budget for this academic year	£3,335

Expenditure	
Detail	Amount
<i>Spend on Targeted Academic Support</i>	
TA interventions	£2,524
Phonics	£478
Racing to English	£50
<i>Spend on Wider Strategies</i>	
External Providers (<i>Berkshire Maestros singing</i>)	£320
Bikeability	£10
Total in-year spend Sept 2022 – Aug 2023	£3,382
Total carry forward to Sept 2023 – Aug 2024	-£50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- ensure disadvantaged pupils are challenged in the work that they're set
- ensure their curriculum is not narrowed to English and maths due to needs

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and discussions indicate a negative attitude to learning leading to lower than expected progress since leaving KS1.
2	Our assessments, observations and pupil voice would indicate a negative impact on progress and attainment due to the pandemic.
3	Our assessments and observations indicate our pupil premium children have additional needs that can negatively impact on their progress and attainment in core subjects. E.g. auditory processing speed and working memory.
4	Our discussions with parents whose children are in receipt of pupil premium funding revealed limited opportunities to support learning at home.

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 have a better understanding of how to improve their life chances.	Children utilise strategies taught to support their understanding in all lessons. E.g. graphic facilitation Children display improved confidence as speakers and are more willing to engage as a result of enrichment opportunities. Singing and performing with Berkshire Maestros. Children actively take on roles and responsibilities.
Children are making good progress in English and maths, progress measures captured by standardised tests. Puma and Hodder/Salford.	Evidence based interventions used to enable children to access pre teaching and support closing gaps in maths/ writing (place value), using Surrey Numeracy Pack (SNAP) and use West Berkshire Structured Approach to Writing (STRAW). Data target: Children achieve a standardised score of 95+ in maths. Staff training (STRAW and Promoting Speech and Language L3) to support children's steps and refine them when a difficulty arises.
Children to use strategies taught in all lessons to improve their understanding and make links	Staff will have training specific to use of Base 10 in maths and Graphic Facilitation for aiding planning and teacher talk.

between prior and future learning.	<p>Children will have a desire to learn and to engage fully in school life.</p> <p>Children will be able to demonstrate understanding and make links with prior learning and other subjects.</p>
Children and parents can access further learning and food support beyond the school day to widen their network of support.	<p>Pupil Premium children have access to appropriate support materials at home. Parents show more involvement in their child's learning.</p> <p>Data target: 100% attendance at scheduled pupil progress meetings.</p> <p>Staff to research and signpost parents to key charities and out of school support arranged by the local authority.</p> <p>Parents to access the wider schools programme aimed to support young people with learning, social interaction and food.</p> <p>Children to have access to a computer to aid research, communication and learning projects/ homework.</p> <p>Children to have access to key life skills such as swimming 25m and meeting new groups of people.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Commissioned training from the Cognition and learning team (CALT): Structured Approach to Writing (STRAW)</p> <p>2,3</p>	<p>This is a 10 week intervention programme delivered on an individual basis twice a week (each session lasts approximately 20 mins)</p> <p>It is aimed at:</p> <ul style="list-style-type: none"> low attaining pupils, reluctant writers those not making expected gains pupils working below national expectation. <p>This intervention is for pupils in Y2-6.</p>	<p>1,2,3,4</p> <p>Termly meetings with parents class teacher</p> <p>Learning walks</p> <p>Books will show progress</p> <p>Observations</p> <p>Termly assessments – standardised testing</p> <p>SEND need – use of CALT support</p>

<p>SNAP and precision teach^{2,3}</p> <p>Base 10^{2,3}</p> <p>Graphic Facilitation^{2,3}</p> <p>DfE Grant</p> <p>Lv4 Mental health aware</p> <p>Lv3 Promoting Speech and Language 0-25</p>	<p>SNAP – Maths – gaps in learning</p> <p>Precision teach – develops key instant recall to aid reducing the working load.</p> <p>Base 10 training to ensure children are using the resource efficiently to improve understanding.</p> <p><u>Graphic Facilitation</u> (drawing) enhances learning, attention, and independence. This is a tool that is perfect for supporting all pupils but benefits those with SEND as it makes their world of learning more visual. It is rooted in the research of dual coding.</p> <p>This is 3 day course aimed at National Leaders (Heads) and Advanced Level for teachers. Training requires a portfolio and supports the strategic approach to personal development.</p> <p>This is course supporting children aged 0-25 with developing their speech, language and communication. 6 sessions of 2 hour training. Study and a portfolio.</p>	<p>Support gap in services for children not in receipt of an EHCp.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>2</p> <p>Weekly feedback to teachers</p> <p>Monthly monitoring by inclusion lead</p> <p>half termly review of SAPs with inclusion lead</p>

	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Coaching/mentoring alongside quality first teaching for 2 hours a day.</p> <p>Assessment profile used to develop child's support and achievement plan.</p> <p>Governor linked to progress checks and Inclusion teacher oversees the child's fortnightly checks and termly overviews.</p>	Termly pupil progress meetings
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To access additional and enriching experiences to support self worth.	<p>Education Endowment Foundation – “studies of adventure learning interventions consistently show positive benefits on academic learning.”</p> <p>Cultural visits and trips for children in receipt of PPG</p> <p>Residential visits are usually funded and school visits where this is difficult for a parent.</p> <p>Children to take part in a wide range of learning experiences and enrichment</p> <p>Increase opportunities for higher level dialogue in class, school and after school.</p> <p>Children can swim 25ms and can perform in music/singing lessons to an audience.</p>	<p>1</p> <p>Interviews with children.</p> <p>Self esteem surveys.</p> <p>Metacognition surveys and discussions</p> <p>Programme and log of visits and trips</p> <p>Monitoring in and after school activities attended</p> <p>Observations</p>

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact
Children have a better understanding of how to improve their life chances.	<ol style="list-style-type: none"> 1. Children utilise strategies taught to support their understanding in all lessons. E.g. graphic facilitation 2. Children display improved confidence as speakers and are more willing to engage as a result of enrichment opportunities. Singing and performing with Berkshire Maestros. 3. Children actively take on roles and responsibilities. 	<ol style="list-style-type: none"> 1. 100% of children taught can use note taking and graphic facilitation to support learning. 2. 100% of children who took part can sing and perform in front of a large group. 3. 100% of children in receipt of funding have taken up a leadership role.
Children are making good progress in English and maths, progress measures captured by standardised tests. Puma and Hodder/Salford.	<ol style="list-style-type: none"> 1. Evidence based interventions used to enable children to access pre teaching and support closing gaps in maths/ writing (place value), using Surrey Numeracy Pack (SNAP) and use West Berkshire Structured Approach to Writing (STRAW). <p>Data target: Children achieve a standardised score of 95+ in maths.</p> <ol style="list-style-type: none"> 2. Staff training (STRAW and Promoting Speech and Language L3) to support children's steps and refine them when a difficulty arises. 	<ol style="list-style-type: none"> 1. 50% of children are achieving 95SS+ (other pupil 89SS). 2. 100% staff who received STRAW training report they still use it to adapt planning for key pupils.
Children to use strategies taught in all lessons to improve their understanding and make links	<ol style="list-style-type: none"> 1. Staff will have training specific to use of Base 10 in maths and Graphic Facilitation for aiding planning and teacher talk. 2. Children will have a desire to learn and to engage fully in school life. 	<ol style="list-style-type: none"> 1. 100% of staff who attended training use it in class daily with pupils to support their understanding and aid

between prior and future learning.	<ol style="list-style-type: none"> Children will be able to demonstrate understanding and make links with prior learning and other subjects. 	<ol style="list-style-type: none"> unpicking their misconceptions. Children's attendance and engagement in learning is positive – intervention logs Newest pupil supported to improve attendance using Education Welfare Officer. 100% of lessons observed, teacher refers to prior learning and staff check in to ensure links are made.
Children and parents can access further learning and food support beyond the school day to widen their network of support.	<ol style="list-style-type: none"> Pupil Premium children have access to appropriate support materials at home. Parents show more involvement in their child's learning. Data target: 100% attendance at scheduled pupil progress meetings. Staff to research and signpost parents to key charities and out of school support arranged by the local authority. Parents to access the wider schools programme aimed to support young people with learning, social interaction and food. Children to have access to a computer to aid research, communication and learning projects/ homework. Children to have access to key life skills such as swimming 25m and meeting new groups of people. 	<ol style="list-style-type: none"> Computer, classes and enrichment sessions support pupils to access learning beyond the classroom. Parents engage in all requests and meetings. 100% achieved. Staff in class and non teaching staff have support parents to access half term club offers and food vouchers. 100% achieved. 100% achieved – homework completed and submitted virtually. 100% child can swim 25m.

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
Racing to English	Gordon Ward 9 Shepherds Wood Drive, Nottingham, NG8 3NA
Berkshire Maestros	Stoneham Court, 100 Cockney Hill, Reading, RG30 4EZ

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?	Berkshire Maestros singing lessons
What was the impact of that spending on service pupil premium eligible pupils?	Socially competent and confident to perform in front of peers. Met expected levels of attainment with better than expected progress in maths and reading.