

## Pupil premium strategy statement – Great Sampford Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	03/05/23
Date on which it will be reviewed	03/05/24
Statement authorised by	A Reis
Pupil premium lead	A Reis
Governor / Trustee lead	R. Kinkaid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,885
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£2,775
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,660

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Achieving the expected outcome in phonics.
2	Achieving the expected outcome in reading, writing and maths.
3	Aiming for 100% attendance.
4	Support children with their own wellbeing and being an active part of the school community.

### 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
Achieving the expected outcome in phonics.	Interventions carried out with TAs to ensure gaps in knowledge are addressed. Continuous assessments on the phonemes and spellings taught to date.
Achieving the expected outcome in reading, writing and maths.	Assess against the school's system to spot any gaps in learning. Address these gaps as soon as possible in class or within interventions as needed.
Aiming for 100% attendance.	Working with parents to ensure any issues are overcome. Discussions with parents on illnesses and when to send a child into school.
Support children with their own wellbeing and being part of the school community.	Use of Wellbeing time with TA and listening to the children whenever needed. TA to use ideas of children to lead in craft, cooking, games and gardening activities to help develop their wellbeing whilst being with others too.

### 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: Direct Pupil Support - £2,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support through teaching assistant deployment and interventions.	From EEF - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.  Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	1 and 2
Professional Development for all staff - Time spent with dyslexic tutor to learn the games used with children and then expand on these with all children.	From EEF - Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	1, 2 and 4

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

Budgeted cost: Tutor - £1,446

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support through teaching assistant deployment and interventions.	From EEF - Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	1 and 2
Dyslexic tutor - Support for spelling, reading and writing in all areas.	From EEF - Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.	1 and 2

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

Budgeted cost: Support Staff - £63,559 (with £7,809 from PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Supporting pupils' social, emotional and behavioural needs through a Wellbeing afternoon - Child led and supported by TA to spend some time focussing on child's wellbeing. School staff to nominate up to 8 children a week to work with TA on various activities – craft, cooking, games, puzzles, gardening. These children can change each week and as and when needed based on home/school life at that time.</p>	<p>From EEF - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>3 and 4</p>
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**Total budgeted cost: £67,410 (Using £11,660 from PP)**

Using research from the EEF found on [https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil\\_Premium\\_menu\\_evidence\\_brief.pdf.pdf?v=1649431092](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092)

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Last year the school had 3.19% of children in receipt of PP funding.

Y1 – 0% pass of phonics screening.

Y2 – 100% Expected level for reading, writing and maths.

Y6 – N/A