

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	POTT SHRIGLEY CHURCH SCHOOL
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	4 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 - 5
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	J Bromley
Pupil premium lead	J Bromley
Governor / Trustee lead	M Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,380
Recovery premium funding allocation this academic year	£580
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£6,960
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- We want our disadvantaged pupils to have good mental health and manage their own wellbeing well by the end of key stage 2.*
- We want our disadvantaged children to achieve the expected milestones by the end of key stage 2.*
- Our strategy employs high quality staff to deliver targeted interventions for specified groups of children.*
- We will use our Christian values (Koinonia, Compassion, and Respect) to put the children's needs first to allow them to access the curriculum fairly.*

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent schooling – COVID Lack of engagement with school setting. Children joined Pott Shrigley at a later stage in their school life having been unhappy/unsettled at previous settings. Therefore there were considerable gaps in learning and a lack of motivation to attend school or even get through the school gates.
2	SEND (autism and/or attachment disorder) QFT required for child to access school life and the curriculum.
3	Young Carers for siblings with autism.
4	Previously looked after child.

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
Improved standard of writing, volume, content, presentation	Children working at age related expectations.

Improved mathematical fluency, problem solving and reasoning	Child able to use basic number skills and record work clearly. Working towards ARE for the year group below peers.
Improved social and emotional skills	Ability to identify emotions. Children able to integrate better with peers during group work leading to improved social and academic progress.
Improved self-esteem and confidence	Good mental health. Ability to ask for help and know when they need it. Children better able to access the curriculum and reach expected milestones at the end of key stage two.

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 :£0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff attend training in metacognition and continue CPD through research and reading.</i>	EEF guidance report https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf Children who are able to monitor their cognitive skills and engage well with learning make more accelerated progress towards ARE.	1
<i>Maths hub training</i>	https://www.ncetm.org.uk/maths-hubs/about-maths-hubs/ Research from NCETM The approach aims to embed number, place value and calculation skills so that children have these cognitive skills at their fingertips when they move onto higher order problem solving.	1 & 2
<i>SEND training</i>	https://www.twinkl.co.uk/teaching-wiki/quality-first-teaching-qft An approach whereby the teacher considers the needs of all the children in the class and caters their teaching and learning activities accordingly.	2

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

Budgeted cost: £1,348.30 - RM cost for 1/2 afternoon per week

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one tutoring</i>	Teacher can directly address the concepts which are proving problematic to an individual and give the child space to ask questions and practice at their own pace.	1
<i>Small group writing group</i>	A group focusing on the particular needs of the children can drill down and attend to the skills which require improvement. Writing is complex and each aspect needs to be addressed and	1 & 2

	practised before progress towards ARE can be made.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25 + £272 + £135 + £1348.30 = £1780.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Cool connexions</i> KS2	<p>Cool Connections: 97% said it helped them feel better about themselves. 94% said it had helped improve their confidence. 85% improvement in dealing with worries. VISION Cheshire East have funded the programme which has had demonstrable success over the past five years (or more). Better mental health will lead to improved life chances. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/#closeSignup</p>	3 & 4
<i>Resilient Classroom</i> KS1	<p>Resilient Classroom: 93% said it helped them feel better about themselves. 93% said it had helped improve their confidence. 89% saw an improvement in dealing with worries.</p>	3 & 4
<i>Residential funding</i>	<p>https://www.ltl.org.uk/outdoor-learning-evidence/</p>	3 & 4
<i>Bike training</i>	<p>https://childdevelopmentinfo.com/child-activities/its-as-easy-as-riding-a-bike-why-its-good-to-teach-your-child-to-ride-a-bike/#gs.djywc Child has had difficulties at home around bike riding so this a mental as well as a physical challenge for them to overcome.</p>	3 & 4

Total budgeted cost: £ £3128.60

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.

One child had large gaps in mathematical knowledge when he joined the school in 2020. One-to-one tutoring IMPACT – he reached age related expectations by the end of the year.

One-to-one time for pastoral care. IMPACT – improvement in mental health and wellbeing and allowed him to access the curriculum better.

Work with young carers IMPACT - improved children's self-esteem and confidence.

Staff training in QFT IMPACT - improvement in writing but it is still below standard for 75% of our PP children (4). All of these children joined the school in the academic year 2020 – 2021.

Cool connections intervention IMPACT - improved social and emotional health for a small group of children and helped one in particular in the transition to high school. Children are better equipped to identify feelings, use strategies to deal with these feelings and also ask for help when they need it.

Reserved places in after school club IMPACT time spent focusing on own needs rather than family needs improved mental health and well being of pupils.

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
Intervention for young carers	Cheshire East Young Carers

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

We spent the Recovery Premium on new reading books which have been used to good effect. Children have made progress in reading despite the lockdown and our aim is to get most of them to age related expectations by the end of keystage two.

***Recovery Premium** this year is a small amount of money £580 and we will spend it on resources to improve writing with targeted children.*