

## 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	Balderstone saint Leonard's
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 22
Date this statement was published	February 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Janet Banks
Pupil premium lead	Janet Banks
Governor / Trustee lead	Governors SEC committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18760
Recovery premium funding allocation this academic year	£2540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20340

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

*At Our school, the staff and governors recognise the need emotional security and high-quality teaching for all children. It is not only those children in receipt of Pupil Premium. Funding who May at any time be classed as "disadvantaged," also there may be some children in receipt of Pupil Premium who do not require any form of additional support. We receive a small amount of funding; it is allocated following robust analysis to where it will have the most impact on children.*

*The key principles of the plan are as follows*

*To ensure all children feel safe and emotionally secure in our school. There is a whole school culture of making our school a "family." Children are welcomed and valued and positive relationships are explicitly worked on. Specific pastoral provision is a priority for those children who need it, this is our whole school ethos.*

*To ensure high quality teaching for all children. our focus is always on innovative and reflective teaching and learning, using the pedagogy which best supports learning. Teachers and support staff are well trained and supported. Additional teaching is used effectively. There is a culture of learning.*

*To use effective intervention where needed. Progress is reviewed termly and whole school provision mapping ensures the best use of our resources. Individual, tutoring, nurture support, additional specific interventions and the use of outside specialists is all part of ongoing provision.*

## Challenges

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

<b>Challenge number</b>		<b>Detail of challenge</b>
1		<i>Childrens prior experiences, ACES. Being taken into care. Attachment.</i>

		<i>Parental alcoholism</i> <i>Parental unemployment</i>
2		COVID 19 Impact of no consistent schooling for 2 years. Impact of not being used to school routines Lack of early language and communication Socialisation Early reading
3		Home life, being chaotic, disorganised
4		Childrens health issues
5		Mental health Of children themselves and of family members.
6		Domestic abuse What children have witnessed The emotional impact of this Disruption in living arrangements and routines
7		SEND, some disruption in support, particularly for younger children during the pandemic.

## 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
<i>That identified children are emotionally settled in school.</i>	The children are happy to come to school, no attendance issues The children are settled and learning in class.
Any identified attainment gap narrows	Monitoring of pupil progress termly. Reading score improve. The child's assessment data indicates they are moving close to ARE.
Identified children show increased self-esteem and ability, to regulate their own behaviour.	Observation Reports form support staff and class teachers Reports from other professionals CAF/TAFprocess



## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To appoint a full-time teacher to support learning in Year 5 and 6. This has meant that for most of the week the children are taught in groups of 15.</i>	High quality teaching and learning is the most effective strategy to support children. These 2 cohorts contain most of the disadvantaged children in school. From our knowledge of these children, they are best supported emotionally and academically in smaller groups.	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To train an existing member of staff with teaching personnel so that they could deliver NTP tutoring in school. NTP tutoring delivered to identified children.</i>	EEF indicates the effectiveness of specific 1 to 1 intervention where needed. NTP put in place by the DFE specifically for this purpose. Training given. Assessments indicate the progress children have made.	2

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>HT tracks attendance and personally speaks to any child with attendance issues daily. currently 2 children.</i>	Poor attendance breaks routines and impacts significantly on wellbeing HT time well spent.	1,3,4,5,6,7
<i>Any child who may struggle emotionally is identified on a whole school level. All staff, without exception put in place a consistent approach to support the child.</i>	Evidence from behaviour research Paul Dix books	1,3,4,5,6,7
<i>Use of outside agencies to support children. Behaviour support Wellbeing support Early help Counselling and nurture Specialist teachers EP support</i>	Effective use of experts to support children and provide CPD for staff.	1,3,4,5,6,7
<i>Staff training Attachment Trauma Mental health Behaviour strategies</i>	Importance of staff being informed and well trained.	1,3,4,5,6,7

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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.

#### *Impact 2020 21*

*As a school we were acutely aware of the impact of COVID 19 on our more "valuable" children.*

*To mitigate the impact of bubble closures and lockdowns as a school we chose to fully implement remote learning for all children, this was implemented throughout bubble closures and through lockdowns. Staff were proactive in contacting those children who were less likely to access the remote learning. All the remote learning we provided was face-to-face by zoom and the children had daily contact with the staff in school. If any child did not access this the staff would telephone the child at home and ensure that they were able to access the remote learning. If any child did not access this the staff would telephone the child at home and ensure that they were able to access the remote learning. The headteacher also maintains a close relationship with those families who needs a higher degree of pastoral care. Once we were able to have children back in school during the second lockdown, we prioritise our disadvantaged and valuable children. We proactively invited these children into school so they could receive face-to-face teaching.*

*Our assessments at the end of the summer term indicated that children had done as expected. Gaps in learning had not increased we were also able to hold transition meetings to ensure progress and learning continuity into the autumn term smoothly.*

*The greatest negative impact was in the youngest children for whom remote learning was not appropriate. All children in the infants have missed learning in communication and language, reading and collaborative play.*

*There has been a significant amount of catch-up work for these children.*