

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	Toddington St George Church of England School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	6% (18)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 – 2025
Date this statement was published	1.12.2021
Date on which it will be reviewed	1.10.2022
Statement authorised by	Full Governing Board
Pupil premium lead	Mrs Vickers
Governor / Trustee lead	Mrs Murphy-Snape

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,112.08
Recovery premium funding allocation this academic year	£2,610
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	£31,722.08

Part A: Pupil premium strategy plan

Statement of intent

Vision

The school uses the income from Pupil Premium to “Light a Spark in Every Child” and endeavour to ensure any child who meets the criteria for the funding allocated to the school is given targeted and strategic support to learn as effectively as possible.

Principles

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

What are our aims and objectives on spending the pupil premium?

Our school ethos ‘*Lighting a spark in every child*’ really values and highlights inclusion of all children and underpins everything we do.

Our PPG is spent in line with our pupil premium policy to support the progress and learning of identified pupils.

The aim is to reduce the gap in achievement between disadvantaged children and others at the school.

We recognise that pupils may be subject to multiple disadvantages and that reasons for lack of progress or attainment, involve a range of factors, some of which are not easily affected by in-school actions.

Our aim of closing the gap can only be achieved where actions result in pupil premium children being more involved in the school community as well as having additional learning support as necessary.

Pupil premium money will also be spent on actions to impact on pupil's social, emotional and well-being so children are ready to learn.

How do we identify pupils at our school?

We are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision, we recognise that not all pupils who receive the PPG will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for PPG.

At our school Pupil Premium funding is allocated for individual used for one to one support or within a group of pupils identified as: FSM and Ever 6 children, LAC children, Service children and children having been identified as socially disadvantaged / subject to child protection plans, or identified as vulnerable as learners.

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the schools' pupil assessment and tracking systems.

Pupil progress review meetings are held each term.

During the tracking and review meetings, individual children's attainment is monitored and reviewed. Interventions and support are adjusted annually to meet the needs of the pupils across the school.

Challenges

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

Challenge number	Detail of challenge
1	Lockdown has impacted on a high proportion of pupils' mental health and this is also the case for disadvantaged pupils. Returning to school with full class sizes can be hard for a number of pupils, including disadvantaged pupils.
2	Lockdown has impacted on a high proportion of pupil's attainment and this is also the case for disadvantaged pupils.
3	Pupils receiving PPG funding may not have the opportunity to access reading materials, support and practical items.
4	Pupils receiving PPG funding may not be given the opportunity to take part in enrichment activities e.g. street dance or music lessons.
5	Pupils receiving PPG funding may not be given the opportunity to attend trips and visits.
6	Payments for free school meals

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
Good attendance in school.	All children receiving PPG to have a minimum of national average attendance.
Small group support in identified areas of the curriculum.	All children receiving PPG to be supported as required in a small group.
Participation in school trips.	All children receiving PPG to attend school trips.
Play therapy opportunities to support SEMH needs.	Children receiving PPG to be offered Play therapy as required.

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: £2,200 plus £2,610 for Recovery premium funding allocation this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery premium funding for Professional development for staff for SEMH	Mentalhealth.org.uk states that teachers and school leaders will be needed to support pupils who may have experienced complex and traumatic events as a result of the pandemic. They will need patience, flexibility and support to manage pupils as they transition. Evidence suggests that the need for pastoral support, safeguarding and wellbeing services within schools is increasing.	1
Training for support and new staff in phonics and other targeted curriculum areas.	The Educational Endowment Foundation (EEF) consistently have found that there is a very secure base of evidence for the efficacy of phonics as a method of accelerating the basics of reading by at least 4 months. However, the staff providing the interventions need to be highly trained and the planning needs to be based on a tested scheme.	2

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

Budgeted cost: £14,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support in phonic for Year 1 and Year 2 children receiving PPG funding	Children receiving small group tuition from highly experienced and trained members of staff have been proven to catch up an average of four months according to research analysed by the EEF. The members of staff that will be providing these interventions are higher level teaching assistants with years of experience. The class teachers to ensure it is targeted and effective will provide the planning for the interventions.	2
Small group intervention provided by support staff and/or qualified teacher.	Children receiving small group tuition from highly experienced and trained members of staff have been proven to catch up an average of four months according to research analysed by the EEF. The members of staff that will be providing these interventions are higher level teaching assistants with years of experience. The class teachers to ensure it is targeted and effective will provide the planning for the interventions.	2

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

Budgeted cost: £13,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play and Drawing Talking Therapy for pupils with Social, Emotional and Mental Health needs.	On average, social and emotional learning within school have identifiable and valuable impact on attitudes to learning and social relationships in school. It also has an average overall impact of four months' additional progress on attainment. Due to the disruption of the previous year we feel supporting our children emotionally and socially are incredibly important.	1

To provide a range of appropriate reading material.	Reading is a fundamental skill, which is essential to the growth of all learners. Children take a book home daily, which currently is changed on a Monday, and Thursday (due to quarantining the books) which means that there are some gaps in the reading scheme. By purchasing books, the children will receive a book at their reading level allowing them appropriate reading practise.	3
To provide a range of appropriate support and practical items.	Disadvantaged families may not be able to provide school uniform and other items to support their child at school.	3
Enrichment opportunities – Street Dance or music lessons	Research shows that the impact of arts including dance has shown improved outcomes in English, maths and science. It will also improve the health of the children encouraging an active lifestyle and provide cultural opportunities.	4
To allow children to have equal access to educational visits to improve their social and cultural capital	Children need to have experiences outside school. We want to ensure that all children have equal access to these opportunities to develop their social and cultural capital. It also allows for opportunities for relationship building.	5
Free school meal payment		6

Total budgeted cost: £ 32,238

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.

Training was carried out for support and new staff targeted curriculum areas.

Small group intervention was provided by support staff and/or qualified teacher.

Play and Drawing Talking Therapy was provided for pupils with Social, Emotional and Mental Health needs.

A range of appropriate reading material was provided to pupils.

A range of appropriate support and practical items were provided to pupils.

Lockdown took place in Spring term 2021 where disadvantaged children were encouraged to attend school. For those that chose not to attend staff supported pupils' learning with PP via:

- Learning links
- Paper packs
- Additional reading resources
- Home packs for pencils, colours, books etc. according to need
- Government schemes of access to internet connectivity and devices to support remote learning

Pastoral and wellbeing was supported via:

- Phone calls that were logged
- FSM organised so vouchers could be emailed
- FSM vouchers delivered to families as necessary
- Deliveries from Food banks were made as requested by families
- Uniform for the new school year was made available as requests were made

Once all children returned to school at the end of the Spring term, pupils receiving PPG received small group sessions to identify priority areas and to support their learning throughout the rest of the academic year.