



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	South Molton Community Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Headteacher
Pupil premium lead	Mr T Parkin
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,905
Recovery premium funding allocation this academic year	£7,105
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	£80,010

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, from all backgrounds, and circumstances, make the best progress that they are able to and achieve high attainment in all subject areas. The main focus of our pupil premium strategy is to support all disadvantaged pupils to achieve the best academic results they can, including those who are already high attainers.

In our school, we have identified a number of challenges faced by vulnerable pupils, including mental health and wellness as well as young carers, adopted pupils and those who work with a social worker or other agencies. 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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	School closures and ongoing COVID disruptions has impacted many of our disadvantaged children in particular which has resulted in widening knowledge gaps.
2	On entry data shows that speech and language, oracy skills and vocabulary are significantly lower of disadvantaged children.
3	Our attendance data over the last 5 years indicates that attendance among disadvantaged children has been significantly lower than for non-disadvantaged

	children. Lower attendance has a huge negative impact on progress and attainment.
4	Levels of phonic competency at the end of Year 1 and 2 in the disadvantaged group compared to the non-disadvantaged and national comparisons
5	Social, Emotional and Mental Health is a particular issue for many of our disadvantaged children.

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
Catch up lost learning for disadvantaged children in the prime subjects	<ul style="list-style-type: none"> End of year assessments will show increase from start of year baseline in reading, writing and maths for disadvantaged group.
Improved oracy skills, language and vocabulary among the disadvantaged children.	<ul style="list-style-type: none"> Improved oral language and use of vocabulary across the curriculum.
To achieve and sustain improved attendance for our disadvantaged children	<ul style="list-style-type: none"> Increase in attendance levels for disadvantaged group to close the gap with their non-disadvantaged peers. Decrease in the amount of disadvantaged children being indicated as persistently absent
Develop phonic skills for reading and writing in the disadvantaged group of children.	<ul style="list-style-type: none"> Increase in pass rate at end of Year 1 and 2 phonics test for disadvantaged group Increase in KS1 literacy assessments for disadvantaged group
To achieve and sustain improved wellbeing for disadvantaged children in the school.	<p>Sustained high levels of well-being amongst disadvantaged children evidenced through:</p> <ul style="list-style-type: none"> Parent feedback Teacher observations Student voice surveys

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: £ 22,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Purchase of Jigsaw PSHE programme	Promotes positive mental health and wellbeing for all groups of children but with particular focus on disadvantaged group.	5

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

Budgeted cost: £ 31,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	4, 2

	to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Introduction of school-led tutoring for disadvantaged children whose education has been most impacted by loss of learning.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Use of a programme, NELI, to improve listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Release time for staff to deliver).	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	2,3
Purchase of a programme, NESSY, to improve reading and spelling skills for disadvantaged pupils who have dyslexia or low-level spelling or reading skills.	Targeted support for children diagnosed/ show signs of dyslexia or struggled with spelling or oracy skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1,2,4

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

Budgeted cost: £ 25,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to work with individual and groups of disadvantaged children for mentoring and support.	Mentoring for disadvantaged children is a well-established and successful approach to improving SEMH for children.	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.		
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Total budgeted cost: £ £80,010

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.

After the lockdowns of the COVID period disadvantaged children have performed lower than in previous years in reading, writing and maths and catching up this lost learning will be vital moving forwards. Children in the younger year groups have been particularly impacted on with two consecutive years with lockdowns and severe disruption on-going. This has resulted in oracy and phonic attainment being lower than expected for this group.

Attendance has improved slightly from previous years for disadvantaged children and a significant decrease in persistently absent children from this group. Both these areas require further work and form a major part of this pupil premium strategy.

The impact was limited last academic year due to the ongoing pandemic situation but parents felt well informed and communicated with through weekly phone calls and contact from key staff with disadvantaged children. We used pupil; premium to provide well-being support which had a positive impact on limiting the effect of the pandemic on disadvantaged children.

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