

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	Kings Nympton Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 onwards 3 yrs
Date this statement was published	28/9/21
Date on which it will be reviewed	1/9/22
Statement authorised by	V Fenemore
Pupil premium lead	D Rowcliffe
Governor / Trustee lead	Jo Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,725
Recovery premium funding allocation this academic year	£2,000
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	£8,725

Part A: Pupil premium strategy plan

Statement of intent

The Woodland Federation uses the grant to narrow achievement gaps between these students and other (non-PP) students nationally – “closing the advantage gap”. Not all our children eligible for PP funding have lower attainment than their peers, and in such cases the grant is used to help improve the achievement of these students so that they reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Due to children spending long periods at home due to lockdown the attainment gap in some cases has widened.
2	Less developed vocabulary, weaker comprehension skills due to reduced cultural opportunities, poor grammatical speech
3	Ensure children develop an understanding of a healthy lifestyle both socially, emotionally and physically
4	Ensure children attend school and have high levels of attendance and punctuality.
5	Safeguarding children following lockdown where they have been exposed to often unstable environments.

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
Attainment gap is narrowed	Data analysis at the end of the academic year
Improvement in oracy of children	Children can articulate clearly using tier 2 vocabulary in their speech and writing
Children will be healthy active and well-adjusted members of the community. Children have a wide variety of enrichment opportunities available to ensure their interests and talents can be developed.	Fewer referrals to Early Help and CAMHS All children to take part in at least one extra curricular club in key stage 2.
Children are coming into school on time on time and ready to learn.	95% attendance
All children feel safe and secure in school and have access to a trusted adult and time to talk.	School is able to support families and challenge where needed.

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: £ 3,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD included in weekly staff meetings with a focus on disadvantaged children and the closing the gaps agenda	Education Endowment Fund Data indicates need Teaching and Learning toolkits	1, 2, 4, 5
Teachers are line managers who carefully allocate TA time to work with PP children to ensure the highest quality in class intervention – pre-teaching and monitoring understanding	‘Developing a positive school ethos; improving discipline across the whole school which also aims to support greater engagement in learning...’ Evidence from Independent Educational Consultant – termly reports	2, 3, 4, 5
Recruited a qualified teacher as an HLTA to support key stage 1 disadvantaged children	Fewer CPOMs incident logs recorded. Teacher analysis of data to inform provision	1, 2, 4, 5
Behaviour management training - INSET		4, 5
Teachers analyse data three times a year to take account of the teaching approaches to the PP children		2, 4

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

Budgeted cost: £ 3,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading	Teacher toolkit	1, 2
Active learn / Bug Club	Recommended / Diagnostic	1, 2
Nessy	Recommended / Diagnostic	1, 2
Nuffield Early Intervention Language (Early Years Lead time ½ afternoon a week to support this)	DFE recommendation	1, 2
Pobble	Recommended / Diagnostic Utilised to promote protected characteristics and raise standards in writing (as identified in the SIP).	1
Meet and greet for targeted children supporting emotional regulation and preparation for the day. Well fare check.	Children have a better start for the day after informal conversation with parents/ carers on the gate. Reducing anxiety for pupils	1, 4, 5
Lego therapy	Recommended / Diagnostic	1, 5
Jump Start Johnny	It improves learning – according to schools, children are better behaved and more engaged after doing a Jump Start Johnny video, having a positive effect on learning	3
Specific language support	Recommended / Diagnostic	1, 2
Spot on with numbers	Recommended / Diagnostic	1
Speech and language therapy	Early intervention improves communication and boosts self confidence	1, 2

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

Budgeted cost: £ 1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT time for early help referral and intervention	This is Devon's approach regarding finding support for children and families	1, 2
Curriculum enrichment for all Days trips / residential trips (Ensuring that the trips are a variety of physical and cultural experiences)	<p>Children learn best when they can see, hear and experience things first-hand. multi-sensory learning is an important part of school life and school trips answer the requirements of all 5 senses.</p> <p>The Health & Safety Executive fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.</p>	3
In-house, whole school restorative behaviour programme, BEECON, taught on Inset	Social and emotional learning have a positive impact of 4 months additional progress in academic outcomes across the course of an academic year. (Education Endowment Fund)	5

Total budgeted cost: £ 9,035

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.

As an internal diagnostic, the **Year 6** cohort for **2020-21** took mock SATs. The PP results are outlined below:

Reading: 100% ARE (1 Girl)

Maths: 100% ARE (1 Girl)

SPAG: 100% ARE (1 Girl)

Writing: 100% ARE (1 Girl)

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
Pobble	Pobble365
Jump Start Jonny	Jump Start Jonny
Bug Club	ActiveLearn
Spot on Maths	Babcock