

## 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   | Nether Kellet    |
| Number of pupils in school  | 109              |
| Proportion (%) of pupil premium eligible pupils   | 8%               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024        |
| Date this statement was published   | Autumn term 2021 |
| Date on which it will be reviewed   | Autumn term 2022 |
| Statement authorised by   | Nicki Brough     |
| Pupil premium lead  | Nicki Brough     |
| Governor / Trustee lead   | Chris Stephenson |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £12210 |
| Recovery premium funding allocation this academic year  | £2000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £14210 |

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Under-attainment academically, particularly in writing, for some children.                             |
| 2                | Missing school during lockdowns/ isolations and finding working at home challenging for some children. |
| 3                | Parents finding it difficult to support learning at home for some children.                            |
| 4                | Emotional difficulties linked to home challenges for some children.                                    |
| 5                | Some poor or erratic attendance/ punctuality.  |
| 6                | Some children have limited access to out of school activities/ cultural or sporting activities.        |

### 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   |
|--|--|
| Children on PP have improved attainment relative to their cohort, particularly in writing.   | Tracking shows improved progress and attainment following intervention and work with parents.  |
| Children are in receipt of Covid catch-up support to improve attainment and progress.  | Tracking shows improved progress and attainment following intervention through Covid catch-up.   |
| Parents feel better able to support learning on a day to day basis following support from school staff and work with parents and children.   | Children are being supported in daily home learning: reading and maths targets in a way that promotes positive attitudes towards learning and enhances progress. |
| Children are supported through external agencies where appropriate and by school staff. Parents are supported by external agencies and school as required. Both of these resulting in the children being better able to learn. | Children are able to access the curriculum and learn using strategies to deal with emotional difficulties.   |



## 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: £4000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Appointment of additional TA to support learning.   | Improved outcomes in children's progress and attainment.                             | 1,2                           |
| Training for TAs on targeted interventions and measuring progress. All TAs trained in Precision Teaching, 5 minute boxes, IDL as appropriate. | TAs are very focused in their intervention support and aware of progress and impact. | 1,2                           |

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

Budgeted cost: £6000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Interventions including:<br>Regular TA interventions<br>Covid Catch-up support | Tracking data – improved progress and attainment<br>Work in books – improvements following interventions<br>Teacher assessments – improvements in work quality and progress.<br>Monitoring records including baseline and progress reports – measurable enhanced progress since baseline. | 1, 2                          |
| Additional teachers/TAs in classes to split children into groups               | Tracking data – improved progress and attainment<br>Work in books – improvements following interventions<br>Teacher assessments – improvements in work quality and progress.  | 1,2                           |

|  |   |  |
|--|---|--|
|  | Monitoring records including baseline and progress reports – measurable enhanced progress since baseline. |  |
|--|---|--|

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

Budgeted cost: £4000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Referrals to Children and Family Wellbeing Service and TAF meetings/informal meetings with parents.   | Issues within families are addressed and are lessened in their impact on children's education and progress.   | 4                             |
| Counselling support for specific children.  | Children are well supported emotionally and this enhances academic progress in school.  | 4                             |
| Parents are supported in aiding their children's learning through workshops and individual meetings between parents and teachers about supporting learning at home. Regular discussions take place to ensure that this is maintained. | Children are well-supported in their learning at home and their parents' interest and investment in their learning has a positive impact on attitude, commitment and therefore progress and attainment in the children concerned. | 3                             |
| Meetings take place between school staff and parents where attendance is an issue.  | Attendance improves and this impacts positively on attainment and progress.   | 5                             |
| Subsidies for educational visits and residentials   | Children attend all school visits and residentials and their education and wellbeing is enhanced.   | 6                             |
| Subsidies for theatre companies/ artists and writers visits to school.  | Children's cultural experience is broadened and aspirations raised.   | 6                             |
| Uniform and other school equipment is subsidised where needed.  | Children have good quality and condition clothing and equipment for school.   | 4                             |
| Musical instrument lessons are subsidised.  | Children have access to musical instrument tuition with the potential for continuing in the future for enjoyment or to develop a particular talent.   | 6                             |

|   |  |   |
|---|--|---|
| Paid sports clubs are subsidised.                                   | Children have access to a wide range of extra-curricular clubs including any that have a fee (most clubs are free) giving them access to a wide range of activities and chance to develop talents. | 6 |
| Outdoor Adventurous Activities day trip and residential subsidised. | Children have access to outdoor adventurous activities that they wouldn't otherwise access.  |   |

**Total budgeted cost: £ 14000**

## 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.

### 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*

| <b>Programme</b>                  | <b>Provider</b>     |
|-----------------------------------|---------------------|
| IDL                               | IDL, Lancaster      |
| Times Table Rockstars             | ttrockstars.com     |
| 5 Minute Box – Literacy and Maths | fiveminutebox.co.uk |
| Phonics catch-up                  | Lancashire CC       |
| Talk for Writing                  | Lancashire CC       |
| Speech and Language programs      | Lancashire CC       |