

# Pupil premium strategy statement

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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	Finchingfield St John the Baptist C of E Primary Academy
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	M Walsh
Pupil premium lead	M Raymond
Governor / Trustee lead	L Vohmann

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,000
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£14,000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The fundamental objective for this strategy is to enable and equity of learning and learning opportunities and experiences for disadvantaged pupils.

The current strategy focuses on removing the barriers to learning that disadvantage children experience: these barriers may be academic, social, emotional, mental health, well-being or trauma in their home lives.

The key principles of the strategy are:

- Removing barriers to learning
- Creating equity of opportunity
- Personalising the strategy to individual needs

## Challenges

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

Challenge number	Detail of challenge
1	Weak oral language skills including speech and language and communication skills
2	Social, emotional, mental health and well- being
3	Low income families requiring additional support with trips (including residential) and extra-curricular activities
4	Low attainment on entry into school
5	Limited fine motor skills development impacting writing skill development and sustainability of writing

## 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
<p>Pupils attaining the same level of attainment as their peers in all areas of the curriculum</p>	<p>Pupils speech and language attainment in line with their peers by the end of year 1</p> <p>Pupils achieve expected phonics screening expectations in line with their peers by the end of year 2</p> <p>Increased number of pupils achieving expectations and greater depth at year 6</p>
<p>Pupils feel emotionally safe and comfortable so that they are able to focus on their learning and personal development</p>	<p>Pupil attendance in line with all pupils</p> <p>Pupil learning behaviours in class and around school in line with their peers and school expectations</p> <p>Pupils demonstrating greater resilience and self-control when facing challenges, particularly in social situations both inside and outside of school</p> <p>All learning environments are safe, supportive, inclusive and welcoming</p> <p>Emotional support, mental health and well-being given a high priority by all stake holders</p>
<p>Pupils are able to access and freely take part in all aspects of school life with no barriers</p>	<p>Pupils are able to access extra-curricular activities, alongside peers, resulting in families having greater support</p> <p>Greater opportunities for all pupils to represent the school</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SAFE Team</i>	A variety of our children require additional emotional and mental health support which often presents as a barrier to their learning. The individualised support that this early intervention provides each child, their families and siblings aids the child's opportunities to learn and make progress.	2, 4
<i>Emotional First Aiders</i>	Early emotional and mental health within the classroom, before SAFE team involvement, offers an initial support to aid learning and progress	2, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language Support</i>	Early support of children's language development has had a significant impact on improving reading and writing outcomes at both key stages, by ensuring firm foundations are established.	1, 4
<i>Additional Fine Motor resources</i>	EYFS and KS1 have seen a decline in fine motor development over recent years. This has started to have an impact on KS2, handwriting skills in particular. Additional resources, intervention and programmes are ensuring progress within this area	5

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Funding trips/visits, visitor experiences and residential trips</i>	Disadvantaged children often thrive in the stimulating environment and with new experiences that these opportunities provide.	3
<i>Providing equipment or funds for extra-curricular activities</i>	This provides children with an opportunity to further develop their sense of self and belonging to a team/club/group. Often having an increased positive effect on their emotional, mental health and well-being	3, 2

## 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.

#### *End of Year 6 Attainment 2021*

##### *Attainment 2021*

##### *Cohort 10*

	<i>Achieved Standard</i>	<i>Higher Level</i>
<i>Reading</i>	80%	20%
<i>Writing</i>	70%	20%
<i>EGPS</i>	70%	20%
<i>Maths</i>	100%	30%
<i>R, W + M</i>	70%	20%

#### *End of Year 2 Attainment 2021*

##### *Cohort 2*

	<i>Achieved Standard</i>	<i>Higher Level</i>
<i>Reading</i>	50%	0%
<i>Writing</i>	0%	0%
<i>Maths</i>	0%	0%

##### Year R

##### Cohort 12

GLD 50%