

*“Whatever you do, work at it with all your heart, as working for the Lord”
Colossians 3:23*

Lower Peover Church of England Primary School

Pupil Premium Strategy Statement (including COVID recovery funding) 2021-2022



With the Lord by our side, we strive for excellence in everything we do; aiming to achieve highly within our spiritual community. Working together under God's guidance, we endeavour to become the best that we can be in our school, where the Christian faith is taught, experienced and lived.

Introduction

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and nonmainstream settings and children who come from Services families. From 2012-13 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). This funding now also includes any child who was looked after immediately before being adopted on, or after, 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being Looked after.

Provision

After reviewing outcomes of support given to pupils in receipt of PP funding last year the school has decided to continue to provide similar provision in the form of small focussed and tailored interventions which meet the needs of all children in the group.

The school will look carefully at the needs of each pupil and will use the following intervention strategies:

- Providing **small group work** for pupils entitled to funding with an experienced teacher, HLTA (Higher Level Teaching Assistant) or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment.
- **Additional teaching and learning opportunities** both within and outside the classroom supported by teachers and teaching assistants to raise attainment and promote lifelong learning skills to ensure future economic well-being.
- **Emotional Learning Support/Mentoring** to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs.
- Acquiring **effective materials for pupils and training for staff** to narrow the gap as required.

Pupil premium resources will be aimed at helping children to achieve maximum progress and/or at least age related expectations in Phonics, Key Stage 1 and Key Stage 2.

“Whatever you do, work at it with all your heart, as working for the Lord”
Colossians 3:23

At Lower Peover C of E Primary School, we use Pupil Premium to fund some important roles in our school. These roles are focussed on raising standards, especially in English and Mathematics, as well as ‘diminishing the attainment gap’ for those pupils who are not on track to be at age related expectations and/or have not made as much expected progress.

Summary information					
School	Lower Peover C of E Primary School				
Academic Year	2021-2022	Total PP budget allocated: Total PP budget spend:	£28,197	Date of most recent PP Review	June 2021
Total number of pupils	200	Number of pupils eligible for PP from September 2021	13	Date for next internal review of this strategy	June 2022
		COVID recovery funding	£2000		

Current attainment			
Summer 2020 (Teacher Assessment due to COVID-19) No data for summer 2021	Pupils eligible for PP (Lower Peover)	All Pupils (Lower Peover)	All Pupils (national average)
Early Years and Foundation Stage			
% achieving ‘Good Level of Development’ (GLD)	0% (1 child)	77%	2019 – 77%
Key Stage One			
% Achieving expected level in Phonics	50% (2 children)	80%	72%
% achieving expected standard in Y2 Reading	0% (1 child)	89%	2019- 62%

“Whatever you do, work at it with all your heart, as working for the Lord”

Colossians 3:23

% achieving Greater Depth in Reading	0%	34%	2019-29%
% achieving expected standard in Y2 Writing	0% (1 child)	78%	2019-73%
% achieving Greater Depth in Writing	0%	13%	2019-19%
% achieving expected standard in Y2 Mathematics	100% (1 child)	82%	2019-83%
% achieving Greater Depth in Mathematics	0%	27%	2019-25%
Key Stage Two			
Key Stage 2 Progress in Reading	N/A	N/A	N/A
% achieving expected standard or above in Y6 Reading	100% (3 children)	93%	2019-73%
% achieving Greater Depth in Reading	33% (1 child)	56%	2019-27%
Key Stage 2 Progress in Writing	N/A	N/A	N/A
% achieving expected standard or above in Y6 Writing	100%	93%	2019-78%
% achieving Greater Depth in Writing	0%	33%	2019-20%
Key Stage 2 Progress in Mathematics	N/A	N/A	N/A
% achieving expected standard or above in Y6 Mathematics	100%	90%	2019-79%
% achieving Greater Depth in Mathematics	0%	56%	2019-27%
% achieving expected standard or above combined (R, W & M)	100%	90%	
% achieving Greater Depth combined (R, W & M)	0%	33%	

Actions

“Whatever you do, work at it with all your heart, as working for the Lord”
Colossians 3:23

<i>In-school Actions</i>	
A.	To support children to develop their emotional language and well-being. Counselling for pupils in light of COVID
B.	Ensure all children contribute to society as responsible, respectful, and active citizens.
<i>External barriers</i>	
C.	Waiting lists for external services eg CAMHS and threshold of criteria required for support.
D.	Lack of enrichment experiences/opportunities for children.
Desired outcomes	
A.	Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties in school or their personal life
B.	All children will contribute and take part in the school achieving the 'Rights Respecting School' Silver Award.
C.	To ensure support strategies are in place through quality first teaching and relevant support plans. – see SENCO
D.	For children to access enrichment experiences and other opportunities.

Planned expenditure					
Academic year	2021/2022				
A. Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties in school or their personal life					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

“Whatever you do, work at it with all your heart, as working for the Lord”

Colossians 3:23

<p>Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties.</p>	<ul style="list-style-type: none"> • ELSA Sessions • External counselling sessions • Sessions with Inclusion Manager • Interventions with HLTA and TAs • Introduction of new PSHE programme (Jigsaw) 	<ul style="list-style-type: none"> • See School Impact Plan • Past impact of ELSA sessions and sessions with HLTAs, TAs and Inclusion Manager see school selfevaluation summary • Jigsaw PSHE programme provided a detailed progressive programme from EYFS to Y6. • Jigsaw incorporated the statutory RSE policy approach. 	<ul style="list-style-type: none"> • Termly monitoring linked to appraisal targets • Pupil progress meetings • Key Stage Meetings • Team Around the Child meetings (TAC). • Lesson observations and drop ins. 	<p>HT/DHT/SL T/SENDCo</p>	<p>June 2022</p>
---	---	---	--	-------------------------------	------------------

<p>Total budgeted cost</p>	<p>ELSA 10 hours weekly £9880 ELSA training : £600 Emotional Literacy resources : £1200 Mental Health Training via mental health first adi England for individual staff – JT £255 Staff meeting on mental health- £500 JIGSAW cost: £1000 Inclusion Manager £2204 External counselling sessions ; £2000</p>
-----------------------------------	--

B. Ensure all children contribute to society as responsible, respectful, and active citizens.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	------------------------	---	---	------------	--------------------------------------

“Whatever you do, work at it with all your heart, as working for the Lord”

Colossians 3:23

All children will contribute and take part in the school achieving the 'Rights Respecting School' Silver Award.	<ul style="list-style-type: none"> • Silver Award Training (PP & JA) • Rights of the Child Resources 	<ul style="list-style-type: none"> • To promote the voice of the child and their rights through recognised avenues. 	<ul style="list-style-type: none"> • Support given from both organisations in delivering the two schemes. 	PP and JA	July 2022
Total budgeted cost					Rights Respecting Course £140 Training and resources (staff) £2500

--	--

c. Waiting lists for external services eg CAMHS and threshold of criteria required for support.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure support strategies are in place through quality first teaching and relevant support plans. – see SENCO.	Family Support Worker	<ul style="list-style-type: none"> • Increasing need for FSW 	Monitored and evaluated through HCCS		July 2022

“Whatever you do, work at it with all your heart, as working for the Lord”

Colossians 3:23

Total budgeted cost					FSW £1200 Dyslexia assessment £2000
D : Lack of enrichment experiences/opportunities for children.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For children to access enrichment experiences and other opportunities.	<ul style="list-style-type: none"> • Access to Condover Hall • Burwardsley Residential • Foxhowl • Additional Class trips 	<ul style="list-style-type: none"> • Enabling all pupils equal access to the wider curriculum and the opportunities that the school offers. 	<ul style="list-style-type: none"> • We will review the experiences with pupils and consider staff evaluation of visits and the impact of learning. 	SLT	July 2022
Total budgeted cost					Condover Adventure £1200 Burwardsley: £1600 Foxhowl : £400 Additional trips £4000

Review of expenditure			
Previous Academic Year		2019/2020 2020-2021	
A.			
Desired outcome	Chosen action/approach	Evaluation: Did you meet the success criteria? Will you continue with this approach?	Cost

“Whatever you do, work at it with all your heart, as working for the Lord”

Colossians 3:23

<p>Children will know strategies that will support them in developing a better mind set: so, they keep trying with their work, even if they encounter difficulties</p>	<ul style="list-style-type: none"> • Continue with the differentiated HeartSmart resources • ELSA Sessions • Sessions with Inclusion Manager • Interventions with HLTA and TAs 	<p>HeartSmart was used, until March 20th 2020. Evidence in the classroom reflective areas and floor books. HeartSmart wasn't purchased for 20/21 due to the PSHE focus changing and utilising the Jigsaw programme. ELSA sessions, Inclusion Manager, HLTA and TA sessions were successful and will be continued in to the next academic year.</p> <p>Due to COVID and lock down strategies to be continued into 2021-2022</p>	<p>HeartSmart £350 ELSA £4500 Inclusion £1102 HLTA £9880 TAs £3000</p> <p>£18,832</p>
<p>B.</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Evaluation: Did you meet the success criteria? Will you continue with this approach?</p>	<p>Cost</p>
<p>All children will contribute and take part in the school achieving the 'Rights Respecting School' Bronze Award and to achieve the Archbishop of York award.</p>	<ul style="list-style-type: none"> • Bronze Award Training • Rights of the Child Resources • Archbishop of York award 	<p>Bronze award achieved and now embarking on the Silver Award. Training was cancelled, however relevant resources were virtually provided. So, no cost.</p> <p>Due to COVID and lock down strategies to be continued into 2021-2022</p>	<p>X</p>
<p>C.</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Evaluation: Did you meet the success criteria? Will you continue with this approach?</p>	<p>Cost</p>

“Whatever you do, work at it with all your heart, as working for the Lord”

Colossians 3:23

<p>Reducing the proportion of pupils regularly late for school, do the rates of attendance improve to be at least in line with national average.</p>	<ul style="list-style-type: none"> • Monitor lateness (99:10am) and unauthorised lateness (after 9:10am) weekly. • Head teacher to speak to parent/carer whose absence is 95% of lower. • If lateness or absence continues, the Head Teacher will hold an attendance panel/interview with parent/carer to support reasons of absence/lateness. If there is no further improvement, a fixed penalty notice will be issued. 	<p>This was monitored, however due to the COVID lockdown this will be continued in to the next academic year 20/21.</p> <p>Due to COVID and lock down strategies to be continued into 2021-2022</p>	<p>£1000</p>
<p>D.</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Evaluation: Did you meet the success criteria? Will you continue with this approach?</p>	<p>Cost</p>
<p>For children to access enrichment experiences and other opportunities.</p>	<ul style="list-style-type: none"> • Access to Manor Adventure • Beeston Residential • London Trip • Foxhowl Additional Class trips 	<p>Manor Adventure and Beeston happened. Other trips were cancelled due to COVID.</p> <p>Due to COVID and lock down strategies to be continued into 2021-2022</p>	<p>£840</p>
		<p>Total Spent in 2020-2021</p> <p>£20,540 including resources for remote learning.</p>	