

Airy Hill Primary School: 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	Airy Hill Primary School
Number of pupils in school	176 + nursery
Proportion (%) of pupil premium eligible pupils	52/176 = 30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022 - 2023 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	Termly over the three years
Statement authorised by	Catherine Matthewman
Pupil premium lead	Catherine Matthewman
Governor / Trustee lead	Andrew Hatchwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 52 = £69,940
Recovery premium funding allocation this academic year	£145 x 52 = £7540
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	£77,480

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for disadvantaged children is as follows:

- Through consistently high-quality teaching and learning, close the attainment gap in core subjects between disadvantaged children and their peers.
- Through a high-quality curriculum and accessible enrichment activities, provide disadvantaged children with the knowledge, skills and cultural capital to succeed at least as well as their peers.
- Through a strong PSHE curriculum, health and well-being teaching and a supportive, nurturing environment, enable children to overcome personal challenges and maintain a strong school attendance.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of pupil premium children (91.1%) during the academic year 2020-2021.
2	Low attainment of all children in writing as a result of school closures.
3	Gaps in learning in mathematics due to school closures and a remote learning curriculum.
4	Reduced access to high quality enrichment activities due to financial restraints and geographical location.
5	Poor mental health and resilience exacerbated by pandemic

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
Rapid progress in writing and maths.	Disadvantaged pupils will make more than expected progress from their current assessments in September 21 in order to reach ARE by 2024 (except for identified SEND)
Increased attendance.	Attendance of all PP children to increase year on year so that this is at least 96% by 2024.
Increased cultural capital.	As a result of access to wider opportunities within school including visits, visitors, residential, London visit, children can demonstrate increase cultural capital
Increased resilience.	All disadvantaged pupils to be provided with focused teacher support and intervention in the classroom resulting in more than expected progress from current assessments in September 21 in order to reach ARE by 2024 (except for identified SEND)

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Development	Ofsted Curriculum Reports Department for Education aims and expectations for curriculum study	2, 3, 4
<i>Ed Tech</i>	Dylan Wiliam / Rosenshine – impact of increasing pupil participation EEF – using digital technology to improve learning report Cornerstone Case studies of school improvement	3, 4
<i>Support for pedagogy</i>	EEF Toolkit indicates that mastery learning has a very high positive impact. Rosenshine’s principals are widely recognised for their potential to support teachers in engaging with cognitive science.	2, 3, 4
<i>Support for Early Career Teachers</i>	DfE recognise the positive impact of an extended support phase for early career teachers.	2, 3, 4
<i>NPQs and NASENCo Award</i>	Nationally recognised qualifications Statutory Requirement - DfE	2, 3, 4, 5
<i>Little Wandle Phonics</i>	EEF Toolkit indicates that high quality phonics teaching has a very high positive impact. Little Wandle is a DfE validated scheme.	2

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs in class to support with same day 'keep up not catch up' support and closing specific gaps	DFE Maths Hub DFE English Hub EEF research – interventions	2, 3, 5
<i>Targeted, structured Interventions</i>	EEF research – interventions	2, 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Boxall Profile and teaching adjustments.</i>	Nurture UK – research based	1, 5
<i>Dedicated attendance lead time.</i>	EEF	1, 5
<i>Healthy Schools Gold, RRSA, Sports Award</i>	EEF - Research shows that participation in extra-curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations. The resulting attainment gap is so significant that 25% of children from the most disadvantaged backgrounds achieve below expected attainment levels.	1, 5
<i>Children's University</i>		1, 4, 5
<i>Funded places at breakfast/after school club</i>	EEF	1, 4, 5

Total budgeted cost: £75,000

Part B: Review of outcomes in the previous academic year

Targeted academic support for current academic year

Measure	Activity	Review
Priority 1	Introduce Balance curriculum planning and assessment tool to embed high quality formative assessment and feedback resulting in precisely focussed, high quality teaching throughout school.	Balance tool was introduced and showed impact in the core subject areas. Implementation was slower than planned due to Covid 19 school closures. Through RAP meetings, precisely focussed teaching techniques were planned for summer term which accelerated learning.
Priority 2	Work with the Ed Tech Partnership (Grimsby Institute) to develop a high quality approach to using digital technology to innovate classroom teaching and provide blended/home learning when needed.	The school's remote learning offer was very high quality and had a positive impact on pupil progress. Digital technology is now used regularly within the classrooms to improve pupil engagement, participation and accessibility.
Barriers to learning these priorities address	Ensuring that staff work/life balance is maintained whilst introducing new initiatives in challenging circumstances.	Staff well-being surveys show that staff feel well supported by the school and that additional workload is offset with well-being strategies.

Wider strategies for current academic year

Measure	Activity	April Review
Priority 1	Sustain and increase working hours of attendance lead in order to improve attendance of disadvantaged children and improve pastoral/parental support.	Now referred to as the 'Attendance and Engagement Lead', this role has been invaluable during school closures and as children return. Attendance since schools reopened has been strong with numerous strategies in place to sustain and improve this further.
Priority 2	Increase the school's capacity to support children's mental health and well-being through training, support and resources.	The school has provided weekly well-being support throughout school closures and now reopening. The school has committed to significant training through Nurture UK throughout the summer term and into the next academic year.
Barriers to learning these priorities address	A group of hard to reach parents.	The attendance lead has built up positive and effective relationships with the significant majority of these parents.