

Pupil premium strategy statement for High Ham Church of England Primary School for the academic year 2021/22

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	High Ham Church of England Primary School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	7.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current 2021/2 (previous ones on the website) and intend subject to continue or embed where needed in 2022/2023 and beyond.
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022 (with interim internal reviews each term)
Statement authorised by	Jane Rosser (HT)
Pupil premium lead	Mel Peach (SENCO)
Governor / Trustee lead	Rupert Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,125
Recovery premium funding allocation this academic year	£ 2,000 (anticipated approx. income)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£14,125 approx.

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Anticipated expenditure: £15,925 approx.

School budget contribution: £1,800 approx.

Part A: Pupil premium strategy plan

Statement of intent

At High Ham Church of England Primary School, we believe that all our children have an equal entitlement and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning.

The school receives funding from the government to support it in trying to meet this aspiration.

Challenges

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

Challenge number	Detail of challenge
1	COVID and the subsequent lockdowns has had an impact on children's mental health and well-being.
2	Some children engaged with our online, lockdown provision more effectively than others.
3	Some cohorts have larger or split year group classes.
4	Parents are unable to pay for uniform/curriculum visits to enable children to participate fully in all aspects of school life.
5	Some families find it hard to support homework/ reading at home.

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
Accelerated progress, moving children to at least age-related expectations.	Class sizes will be reduced with the opportunity for some single year group teaching e.g. in maths. Children will show good progress in all subjects.
Children have positive attitudes to their education. They have high self-esteem, feel valued, are engaged and enjoy their learning.	Reduced need for additional pastoral support/ intervention in the future.
Boost children's confidence and overcome gaps in children's learning.	Children will show good progress, particularly in maths. Children will show positive attitudes to their education.
Ensuring all children can participate fully and actively in wider and extra-curricular activities, adding to pupil's broader development.	All children will have participated fully in all events, Pupils' spiritual, moral social and cultural development is of a high quality.
More able children continue to make accelerated progress.	Children will have a secure understanding of the age-related curriculum for their year group.

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: £ 11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personalising the curriculum to meet the needs of all pupils.</p> <p><i>NB: This will be reviewed and altered as needed each term.</i></p>	TA appointed for 1:1/small group work to raise standards in a nurturing environment, focusing on academic support: developing children's fluency and independence, and social support.	1, 2 and 5

Additional classroom TA support for Cedar and Elm (larger split year classes)	Reduce adult to pupil ratio. Ability to work with smaller groups within the classroom/ some single year group teaching.	1 and 3

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

Budgeted cost: £ 3,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sessions at High Ham Monkey Madness (after school childcare) for social, emotional and educational support.	<p>Targeted academic support for those children who require support/ a quiet/focused space to complete homework tasks.</p> <p>Improved working opportunities for parents.</p> <p>Opportunities for children to socialise with others, encouraging communication for those who may have felt isolated during lockdown.</p> <p>Small groups to encourage positive and meaningful relationships with peers and the adult supervising the session.</p> <p>Attendance at “Homework Club” helps prepare children for their learning. Children are more organised, engaged with their learning and overall attendance is better.</p>	1, 2 and 5
<p>Priority use of class iPads and the opportunity to use these after school when needed for homework activities.</p> <p>Budgeted cost: £ none currently (resources previously purchased)</p>	Children can extend learning through the use of the technology, which may not be available at home.	2

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

Budgeted cost: £ 1,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE Hoody/ piece of school uniform at the beginning of the academic year. Budgeted cost: £ 120	All children feel included and part of our school community – raised self-esteem. (Deprivation PP only)	1 and 4
All school curriculum visits / trips, excluding enrichment visits, will be paid for. Budgeted cost: £1 065	All children feel included and part of our school community – raised self-esteem. (Deprivation PP only)	1 and 4
Catch-up school swimming programme Budgeted cost: £300	Encourage fitness and healthy living/ lifestyle. Children will be able to swim 25m and be confident in water safety.	1 and 4
OPAL activities	Children will enjoy spending time outside, engaging with nature and build positive relationships with their peers.	1

Total budgeted cost: £ 15,925

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.

Due to Covid external data has not been published for 2021 or 2020, here is our latest published data. For the missing years we used a range of assessment materials and continued to assess the children in a similar way and published our data as we would normally have done each year. Our [data summaries](#) (school performance) can be found on our website.

Our results for PP children are as follows for the summer 2019 (the last year the data needed to be published).

- Early Years Foundation Stage: 85% of children reached a good level of development.
- 50% of PP children reached a good level of development.
- Year 1 phonics test: 100% met the standards
- No PP children
- KS1 Reading: 61% met the expected standard.
- 50% of PP children met the standard
- KS1 Writing: 69% met the expected standard.
- 0% of PP children met the standard
- KS1 Maths: 57% met the expected standard.
- 50% of PP children met the standard
- KS2 Reading: 97% met the standard.
- 100% of PP children met the standard.
- KS2 Maths: 97% met the standard.
- 100% of PP children met the standard.
- KS2 SPAG: 80% met the standard.
- 87.5% of PP children met the standard.
- KS2 Writing: 90% met the standard.
- 87.5% of PP children met the standard.
- In KS2 the Reading, Writing and Maths combined score was 90%.
- 87.5% of PP children had a combined Reading, Writing and Maths score of 100%.

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

Programmes used with various children across the school	Provider
AR (online)	REN Learning
TT Rock stars (online)	Maths Circle LTD
Nessy (online)	Nessy Learning Limited
Read, Write Inc.	Oxford
Spelling Detectives	Somerset
Westover Green spelling	Somerset
Power Maths	Pearson

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Wraparound after school childcare, mental health support and additional TA support if needed.
What was the impact of that spending on service pupil premium eligible pupils?	Children had good attendance, were happily engaged in their learning (specifically in lockdown) and made good progress.

Further information

On our website we have a [PP strategy](#) which is reviewed each year.