

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	Utkinton CE Primary School
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	August 2022
Statement authorised by	K. McLean
Pupil premium lead	K. McLean
Governor / Trustee lead	A. Canham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16420
Recovery premium funding allocation this academic year	£2000
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	£18420

Part A: Pupil premium strategy plan

Statement of intent

We at St Paul's C of E Primary School are committed to the continuous improvement and fulfilment of potential in every child. We want to ensure every child who comes here:

- is well prepared for the next phase of their education
- receive a high level of emotional and social care
- has the opportunity to take part in a wide range of clubs, trips and activities.

Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being
2	Attainment in Maths and English
3	Access to trips and out of school clubs and 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
1. Pupils to have secure emotional well-being and resilience support, which will then impact on ability to learn.	Children will have access to different strategies to manage their emotions and staff will be confident in how to support children. As a result, children will be able to happily transition into school and their attainment levels will increase as they are able to concentrate on their work more effectively and tackle challenges.

<p>2. Accelerated progress in Reading, Writing and Maths which therefore lead to increased attainment levels.</p>	<p>Improved end of KS2 results so ensuring a successful start to the next phase of their education and beyond.</p>
<p>3. All children have had the opportunity to experience wider curriculum, enhancements and opportunities.</p>	<p>Children will be offered a range of new activities including sports, computing, music.</p> <p>Children will take part in trips/residential or enhancements at least once a term.</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)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pathways to Write programme and training from Literacy Counts	Education Endowment Foundation Recommendation 5	2
First 4 Maths training day – focus on how to use concrete resources to reinforce key concepts and address misconceptions.	Education Endowment Foundation Maths Page 101	2
SEND training		1 and 2

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

Budgeted cost: £21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS1 phonics and reading intervention (RWI phonics, 1:1 Phonics Tuition).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
TA to deliver maths and reading interventions to small groups of pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 and 2

ELSA (Emotional Literacy Support)	https://www.elsanetwork.org/elsa-network/other-research/	1
Additional teacher 3 days a week to maintain small classes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size?utm_source=/education-evidence/teaching-learning-toolkit/reducing-class-size&utm_medium=search&utm_campaign=site_searchh&search_term	1 and 2

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips, visits and curriculum enhancements	https://educationbusinessuk.net/features/school-trips-help-schools-succeed	3

Total budgeted cost: £23,000

Part B: Review

KS2 SATs Results

Statutory Assessment Tests May 2022				Score of 110+	
	Number of children who sat the test	School	National	% of pupils achieving a higher standard	School
Expected Standard in Reading	8/9	100%	74%		75%
Expected Standard in Writing	8/9	75%	69%		13%
Expected Standard in Mathematics	8/9	75%	71%		38%
Expected Standard in Grammar, Punctuation and Spelling	8/9	88%	72%		38%
Combined Reading, Writing, Maths (reached expected standard in all three subjects)	8/9	75%	59%		

The small class sizes have allowed us to deliver tailored teaching to each child. We were also able to teach Year 6 pupils as a small group in the summer term, which allowed us to better prepare them for SATs.

Every class has received support from a teaching assistant. They have allowed us to deliver single year group teaching and targeted interventions.

Small class sizes and a high level of staff, have also allowed us to support pupils' emotional well-being. Staff know each child well and can provide any necessary support at the time of need (fall outs, bereavement, transition worries). ELSA sessions have invaluable in providing children with coping strategies.

Staff training has supported academic progress. Staff have received training in phonics, reading, writing, maths and SEND.

All pupils have benefited from a range of additional activities this year. These include: football coaching from Chester FC; well-being through sport sessions; computing workshops by Jam Coding; cricket coaching from Cheshire Cricket; hatching eggs and raising checks. All pupils visited Chester Zoo and the theatre, and Y6 pupils visited the Cheshire Ice Cream Farm. All of KS2 received woodwind music lessons.