

Pupil premium strategy statement 2021-22

(Reviewed in December 2021, in light of Recovery Premium 2021-22)

- Statement date: Dec 2021
- Review date: July 2022
- Statement responsibility: Headteacher & Curriculum Governor

School overview

Metric	Data
School name	Long Crendon School
Pupils in school	209
Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	£9,035 (financial year 2021-22) Plus recovery Premium: £2,000 Total: £11,035
Academic year or years covered by statement	2021-22
Publish date	Dec 2021
Review date	July 2022
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor lead	Jane Crawshaw

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	43% Exp 57% WT
Writing	43% Exp 57% WT
Maths	43% Exp, 57% WT

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Current: 50% Aim: 75%
Achieving high standard at KS2	Current: 0% Aim: 75%

Measure	Activity
Helping children to be ready to learn	Ensure the SEMH needs are met to support being ready to learn with strong pastoral care and Nurture/Social Skills interventions

	Train 2 members of staff plus member of SLT on Nurture Programme Train 2 members of staff to carry out social skills sessions
Raise/consolidate basic Maths and Phonics/reading skills to close the gap	KS1 More frequent reading with staff & volunteers, phonics intervention group, Maths support group, parents encouraged to support reading and phonics at home. Bug Club Phonics programme subscription will provide children with e-books at home for further consolidation of phonics learned in class. KS2 Maths basic skills consolidation & times tables/reading more frequently in school & at home KS2 Staff work closely with parents to encourage consolidation of times tables and reading at home.
Barriers to learning these priorities address	Being ready to learn, having the tools which help focus in class, having sufficient practice to consolidate and retain skills. Need for further support at home by parents/guardians to help pupils practice the basic skills to embed them.
Projected spending	£11,035

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Children to make value-added progress this academic year.	Teachers listen to children read with PP more frequently to ensure continued progress and monitor home reading frequency in reading records. Year 2 developing guided reading provision in Spring 2022 KS2 continue with new whole-class reading VIPERS programme (initiated Spring 2021) and evaluate June 2022 Target date: Summer assessment week in June
Progress in Writing	Children to make value-added progress this academic year.	Half-termly writing levels assessed every half-term. Children's writing discussed with English Lead and next steps for individuals discussed and planned into sequence of lessons. Target date: Summer assessment week in June
Progress in Mathematics	Children to make value-added progress this academic year. Children progress in learning their times tables, relevant to age and stage.	KS1: Children make value-added progress in their NTS Maths assessment in June KS2: Times tables are learned and monitored by teacher assessment regularly. Target date: Summer assessment week in June

Phonics	New phonics programme commencing in January 2022, e-books will be available for home for KS1 children. KS2 phonics intervention group for children who require consolidation.	Phonics for children working below expected levels are consolidated in Spring/Summer term with new phonics programme intervention tools. Final assessment: Summer assessment week in June
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at the end of year 1.

Targeted academic support for current academic year

Measure	Activity
Phonics & Reading	Bug Club - buy new scheme: teacher training, e-books and teaching platform
Maths skills	Maths Shop use, times tables intervention and Maths Club
Barriers to learning these priorities address	Need to increase the level of parent engagement and skills of parents to support with reading/phonics and Maths support
Projected spending	£8,035

Wider strategies for current academic year

Measure	Activity
Getting children ready to learn	<p>Pupils with SEMH needs may not be ready to learn when they arrive in the classroom every day due. This can be due to ACEs and ongoing challenges. We take a holistic approach which is bespoke to the needs of each child.</p> <p>Ensure the SEMH needs are met to support being ready to learn with strong pastoral care and Nurture/Social Skills interventions Train 2 members of staff plus member of SLT on Nurture Programme Train 2 members of staff to carry out social skills sessions</p> <p>We provide strong pastoral care from teachers and TAs and wider school staff. Staff share information and expertise about supporting children in our half-termly Progress and Pastoral Meetings.</p> <p>Wellbeing Ambassadors in all year groups & Year 6 Play Leaders offer peer support.</p>

	Access to funds to subsidise music nurture lessons, school trips, themed days and residential trips helps to support wellbeing, boost confidence and widen pupils' horizons.
Attendance	Attendance: Improve attendance to LA average, Deputy Head is monitoring attendance figures half-termly and liaising with parents. Build relationships with parents and discuss attendance aims and monitor closely. Proactive stance on low attendance as per refreshed policy. Ongoing discussion with SLT, reviewing levels of attendance and refreshed policy. Review policy and effectiveness Sept 2022
Barriers to learning these priorities address	Enabling children to be ready to learn
Projected spending	£3,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Individual children don't make expected progress	Regular monitoring of teaching and learning by SLT, SENDCo and Governors, support offered where required.
Targeted support	Training staff Opportunity cost of the time and finances spent in intervention.	Hiring new team members to increase capacity for training and provision to take place
Wider strategies	Training staff in Nurture Group & Social Skills Group delivery Staff absence/challenge due to Covid-19 Parental engagement doesn't respond to encouragement as we would hope	Nurture training aim is to complete by end of the academic year 2022 What can be offered will be offered by the school to children, staff permitting Tenacious SLT will change approach and change tack to respond to needs of specific families

Review: last year's aims and outcomes

Aim	Outcome
Support catch-up	In Autumn/Spring/Summer terms KS1 additional phonics and Maths and KS2 Maths, times-tables and reading comprehension interventions took place. The Spring lock-down and Second summer term effects of Covid-19 on our pupil and staff population hampered our ability to evaluate adequately the impact, however, staff feedback indicated strongly that it was successful in its aim of catch-up for KS2 individuals. The money was used to pay for an additional half-day

	<p>of teacher/TA support per class, and for before-school intervention sessions to take place.</p>
<p>Quality feedback supports children to make good progress in all subjects</p>	<p>Not clear outcomes due to a disrupted year.</p> <p>Small group work during lock-down was an insulating factor to enable 3 children to make continual progress.</p> <p>Changes during the year have hampered our ability to understand the full impact of the interventions. The catch-up curriculum has contributed to children's progress from teacher and TA assessment, reported from teacher feedback.</p>
<p>Support emotional wellbeing</p>	<p>Nurture group supported self-esteem and worked with children's specific emotional needs to support learning.</p> <p>In lock-down SEMH needs were provided for by key worker childcare KS1 and KS2 Nurture groups and strong pastoral care. This on-site provision was taken up by 3 pupils.</p> <p>Other children were supported by parents at home with varying degrees of engagement with school.</p> <p>Forest School holiday club has supported one child with SEMH needs.</p>
<p>Music tuition</p>	<p>Continue to provide access to a positive male role-model who has built positive relationships with the children and enhanced the self-esteem of the participants.</p>