

Teynham Parochial CEP School 2021/22

What is Pupil Premium?

The Pupil Premium is additional funding given to publically funded schools in England to raise the attainment and well-being of disadvantaged pupils and diminish the difference between them and their peers.

School overview

Metric	Data
Teynham CE Parochial Primary School	Primary school
Pupils in school	207
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£76,666
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Elizabeth Pearson
Pupil premium lead	Corinne Murray
Governor lead	Steve Lillicrap

School context of children in receipt of Pupil Premium

Teynham Primary School has been a school that has grown over recent years and become the destination school of choice in the local area. Pupil Premium has risen recently due to Covid-19, with more families meeting the criteria.

It should be noted that pupils who are allocated Pupil Premium *may* have Special Educational Needs.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
27%PP Sept 2021	6%	32%	30%	23%	45%	27%	40%

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	33%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively
Priority 2	Ensure all staff have continued maths training
Priority 3	To target disadvantaged pupils to attain greater depth
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£10,600

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	July 2022
Phonics	Achieve national average expected standard in PSC	July 2022
Attendance	Improve attendance of disadvantaged pupils	July 2022

Using research to inform how we spend the Pupil Premium money

The Education Endowment Foundation (EEF) is an independent grant making charity dedicated to breaking the link between family income and educational achievements, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. We have used their research on the cost versus impact of different strategies when deciding how to allocate funding:

Strategy	Months+	What we have done
Phonics	+4	Letters and sounds taught every day. Children are in learning groups based on phase. Careful tracking and regular assessments take place.
Social and emotional learning	+4	Jigsaw approach to PSHE taught in all classes. Pastoral Support Team used for social skills and emotional interventions.
Small group interventions	+4	Specific interventions taught by teaching assistants.
Meta-cognition and self-regulation	+8	Growth Mindset is embedded across the school and allows children to plan, monitor, evaluate and analyse their learning and attitude to learning.
Behaviour interventions	+4	Improved playground equipment. More adults on the playground leading specific games.
Early Years intervention	+5	Speech therapist employed one day a fortnight.
Feedback	+5	Streamlined marking code with consistent policy for KS1 and KS2. Developmental marking embedded for next steps or challenge.
Mastery learning	+5	Established mastery in maths through Teach, Practise, Apply method linked to Bloom's Taxonomy. Collaboration with subject leaders in RSCG.
DfE teaching maths in Primary guidance	+4	Resource to summarise the most important knowledge and understanding within each year group and important connections between these mathematical topics.

Targeted academic support for current academic year

Measure	Activity
Priority 1	ERIC (Oral language intervention -EEF) evidence based 5months + Use ERIC in KS2 and RIC in KS1 to develop comprehension skills related to class books for all children.
Priority 2	Number sense (systematic number fact teaching) supported by NCETM KS1 number fact teaching daily to aid subitising, addition and subtraction facts
Priority 3	NELI – evidenced based language and literacy programme for Early Years
Priority 4	Speech and Language – to provide speech and language therapist (fortnightly)
Barriers to learning these priorities address	Encouraging wider reading and comprehension skills and providing catch-up in mathematics – in areas of weakness
Projected spending	£41,500

Wider strategies for current academic year

Measure	Activity
Priority 1	To continue wrap around provision for all children – Breakfast and After School Clubs
Priority 2	To monitor attendance for all children
Priority 3	To provide a rich set of experiences and opportunities for pupils to develop their talents and interests
Priority 4	Actively support the well-being of pupils
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£24,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are given enough time for continued professional development	Inset days Subject leader courses Subject leader non-contact time

Targeted support	Ensure enough time is given for Well-being/Resilience team to meet and build on action plan	Team to meet initially to set action plan and then every term to review
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Review - September 2022