



Pippins School Pupil Premium Report

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Pippins School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	7.49%
Academic year/years that our current pupil premium strategy plan covers	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium Lead	
Governor / Trustee Lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,937
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	£25,937

Part A: Pupil premium strategy plan

Statement of intent

The purpose of the Pupil Premium is to help schools to provide targeted support for vulnerable children- not necessarily just children who qualify for FSM.

“It is for schools to decide how the Pupil Premium, allocated to schools.... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (Source – DfE website)

The funding is therefore given to schools to spend as they think best, although there is a requirement to publish online how this money is spent.

The Pupil Premium funding allows us to continue and extend what we already do – to monitor children’s progress and to give additional support when required. This funding will focus on the provision and implementation of individual and small group support in reading, writing and maths and the extension of first hand experiences in order to support, enhance and develop learning across the curriculum.

Changes to pupil premium spending due to coronavirus may be required throughout 2021-22.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language difficulties
2	English as an additional language
3	Varying parental capacity to support learning
4	Poor basic skills upon entry to school including handwriting
5	Social and emotional and mental health difficulties

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
To meet the social, emotional and mental health needs of children and families	Children develop positive behaviours and emotional wellbeing. Children to build confidence and self-esteem

which may limit attendance, engagement and progress if not met.	making them feel valued members of society. Parents manage routines and the challenges of home life.
To enhance and increase children's vocabulary and reading skills to enable them to access a wider range of curriculum opportunities and allow them to access a greater range of reading texts.	Reading attainment and progress is good. Children meet their speech and language target needs and develop skills in verbally expressing sentences and skills in pronunciation of particular sounds
To enhance pupils' cultural awareness by providing a breadth of experiences	The academic progress of children is supported as well as their social skills and emotional wellbeing. Trips and clubs can be accessed by all children regardless of need.

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: £ 6175.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training and Fresh Start package	35.7% of our PP children are EAL. The RWI Fresh Start programme supports EAL pupils with a greater emphasis on comprehension, as well as revised punctuation, vocabulary and grammar activities.	1, 2, 4
NELI	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception which has been found to improve children's language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language.	1, 2, 4
Speech therapist	With speech and language difficulties being identified as a key challenge, continuing to buy into a speech therapist will ensure children meet their speech and language target needs and develop skills in verbally expressing sentences and skills in pronunciation of particular sounds.	1

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

Budgeted cost: £ 12145.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Software licenses for online learning	Licenses for a variety of online learning providers (Espresso, Education City, Power maths, White Rose maths, Sumdog) ensure children make rapid and sustained progress across the curriculum. The also support parental engagement with home learning during periods of school closure.	3, 4, 5
Targeted interventions	Particularly in recent times, children are increasingly struggling with their social, emotional and mental health and working with children on building confidence, growth mind-set, self-image, self-worth and self-esteem will support pupils in overcoming these difficulties. Interventions will also target vocabulary and reading skills.	1, 2, 3, 4, 5

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

Budgeted cost: £ 7300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist	Input from an Educational Psychologist can provide teachers with the skills to ensure quality first teaching in order to support children struggling academically, with basic skills, or with their social emotional and mental health	3, 4, 5
SEBDOS outreach service intervention	Families and children experiencing social, emotional and behavioural difficulties can find it hard to reach their full potential. Therefore having support from a group of professionals to work with families and children across the school on developing routines, managing home life, and developing positive behaviours and emotional well-being is invaluable.	3, 5
Subsidise trips and clubs	It is important that our families are financially supported to ensure children have access to educational visits outside of school. Access to residential trips will also build learning skills and dispositions that will build social skills and independence including confidence being away from home.	3, 4, 5

Total budgeted cost: £ 25621.25

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-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However continuous observations of the children and their needs, review of the last plan and best value, research from EEF, baseline and termly assessment, and pupil voice has shown that pupil premium funding has been spent effectively. The priorities outlined in this report identify our key focus for the academic year.

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

Programme	Provider
Espresso	Discovery Education
Education City	EducationCityLtd
Power Maths	Pearson
White Rose Maths	White Rose Maths
Units of Sound	Nisai
Sumdog	Sumdog
Times Table Rockstars	Maths Circle Ltd