**2021-2022 Pupil Premium strategy plan**

Based on October census data the funding for April 2022 is as follows:

DPP £1345 x 36 = £48,420

PLAC £2345 x 7 = £16,415

Service £300 x 5 = £1,500

Total 46 children **£ 66,335**

**Barriers to learning at Stockham School**

We have identified that some of the pupil premium children’s barriers to learning are:

* Cultural capital and aspirations fluctuation
* Parental engagement with school
* Internet access and devices
* Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
* Attendance
* The number of pupils who are in receipt of Pupil Premium and also on the SEN register
* Behaviour – pupils with specific social and emotional needs which affect their learning

At Stockham School, we are dedicated to providing tailored, individual support for all children who are in receipt of pupil premium funding or who the school may deem ‘vulnerable. A range of resource and interventions are identified below to support a range of children in receipt of Pupil premium funding. Children from Forces families are nurtured and receive targeted support and intervention through difficulty family situations. Further support can be given to families who reach higher thresholds of need.

This year we intend to use the money for:

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| **Actions taken Target pupil group – pupils eligible for Pupil premium funding** | **Why we are taking these actions** |
| * **Curriculum drive training** | Teachers and TAs will explore the cultural capital difference in PP chn and non PP children to ensure all opportunities are available. |
| * **3rd Space learning** | 12 sessions of 3rd space learning. 1:1 online maths tuition for individual children. To ensure children make accelerated progress in maths and reach expected national level. (Year 5) |
| * **Gooseberry Planet online ICT safety** | To provide additional protection for all children and parents regarding online safety.  Children will be better informed about areas of safety such as Grooming, sexual exploitation, radicalisation and social networking. |
| * **Family learning/play sacks** | Early Years and KS1 sacks to include resources and activities to increase both academic and social skills. Sacks include playdough, writing equipment, maths games, reading books and story puppets.  To provide resources to homes in order to allow parents and children to better interact, taking the pressure off parents to prepare resources.  To improve communication between school and home for families where children are underachieving in writing and spoken English. |
| * **Breakfast club**   **2 x HLTAs supervising the club, food and running costs.** | Free breakfast club for PP/vulnerable children.  To promote good attendance and punctuality.  PP children attended on a regular basis throughout the year.  To improved behavior/transition from home school life. |
| * **Forces family support** | TA support when first transitioning from a new school/area.  Home school link worker allocation for parents and working with children in school –support for ‘feeling isolated, change, making new friends, confidence, feelings of loss’. Social and emotional story books can be sent home eg: ‘My Daddy is going away, making friends, night catch, I love you near and far’  Additional time with TAs for forces children –linked to communicating with the parent who may be serving away. |
| * **Increased SENCO time in school** | Dedicated time to supporting the writing of EHCP’s, making CAMHS referalls, coffee morning with SEN/PP families |
| * **1:1 TA tuition in Maths and English** | To raise the attainment and progress of pupil premium children by the end of Year 6 and close the gap compared to nationally. |
| * **Phonics resources and training** | To provide continued phonics training in order to ensure that all new staff are equipped with the skills to effectively teach and support the pupil children across key stage 1 and 2 |
| * **Less able and Gifted and Talented workshops to include PP children** | Social skills are developed through participation in a range of clubs provided by the school or external providers  Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities  Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence |
| * **Additional Yr 6 TA Support** | To raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally. |
| * **Trip/experiences/after school club financial contribution** | Pupils are able to participate fully in school trips and residential trips.  Learning is supported by trips that are carefully planned to enhance the school’s curriculum.  Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential.  Music lessons part or whole funded for P children. |
| **Therapeutic play skills and ELSA**   * **Additional Teaching Assistants to work with vulnerable pupils including those attracting Pupil Premium.** | To provide dedicated time and support (1:1 and group) to help build pupils emotional development.  To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom |
| * **Music lessons** | Children who would not usually engage in learning a new skill or instrument are funding to take part in lessons and loaned an instrument to take home. |
| * **Play therapy** | To provide dedicated time and support (1:1 and group) to help build pupils emotional development.  To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. 6 children for 12 week blocks. 3 blocks in total (18 chn) |
| * **Home-school link worker** | Our Home School Link worker, Suzanne Clark enables the most vulnerable children in our school to discuss problems and issues in confidence, enables them to develop their confidence, build their self-esteem and strengthen links between school and home. |
| * **Educational Psychologist support** | Employing an Educational Psychologist enables the school to have high quality advice and support for individual Pupil Premium and other children. (5 days) |
| * **SNAST support** | Employing a SNAST enables the school to receive high quality support and guidance to help the pupil premium and others to make accelerated progress. (fortnightly) |
| * **Forest School** | Pupil premium children and others are able to enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.  To provide clothing and equipment for vulnerable families.  Children have had the opportunity to learn outside of their comfort zone.  Improved team building and sharing skills. |
| * **Opportunity to attend paid after school clubs through school funding** | Pupils are able to participate fully in school trips and residential trips  Learning is supported by trips that are carefully planned to enhance the school’s curriculum.  Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residentials |
| * **Additional teacher/cover supervisor to release staff to conduct lesson studies focusing on quality first teaching and closing the gap with PP children.** | Staff are able to have quality time to work together, sharing best practise to improve outcomes for pupil premium and other groups. |
| * **Additional resources to support individual needs.** | This has been clothing, games, books enabling children to feel fully supported  PP children with SEND are provided with resources such as fiddle toys, pencil grips, dyslexia specific exercise books and learning resources. |

At Stockham Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Staff will have pupil progress meetings with the pupil manager and HT to ensure appropriate progress is being made.

Date of next review – April 22