

# Pupil premium strategy statement 2021-2022

## School overview

| Metric                                      | Data                        |
|---|-----------------------------|
| School name                                 | Irchester Community Primary |
| Pupils in school                            | 389 (Oct 2020 census)       |
| Proportion of disadvantaged pupils          | 21% (82)                    |
| Pupil premium allocation this academic year | £120,000                    |
| Academic year or years covered by statement | Jan 2021-2022.              |
| Publish date                                | Oct 2022.                   |
| Review date                                 | Sept 2022                   |
| Statement authorised by                     | J Alison                    |
| Pupil premium lead                          | A Loasby                    |
| Governor lead                               | J Thom                      |

## Disadvantaged pupil progress scores for previous academic year 2020-2021

| Measure | Score  |   |
|---------|--|---|
|         | July 2020 <small>(7 PP pupils)<br/>COVID-19 effected</small> | July 2021-school data <small>(18 PP pupils)<br/>COVID-19 effected</small> |
| Reading | 78%  | 50%   |
| Writing | 78%  | 94%   |
| Maths   | 78%  | 56%   |

## Strategy aims for disadvantaged pupils 2021-2022

### Teaching priorities for current academic year 2021-2022

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | Achieve national average   | July 2022   |
| Progress in Writing     | Achieve national average   | July 2022   |
| Progress in Mathematics | Achieve average KS2 Mathematics  | July 2022   |
| Phonics                 | Achieve national average   | July 2022   |
| Other                   | Improve attendance of disadvantaged pupils (86% including GRT, without GRT 94.6%, minimum target is 95%) | July 2022   |

## Targeted academic support for current academic year 2021-2022

| Measure  | Activity   |
|--|--|
| Priority 1- PP children to make accelerated progress to achieve in line or better than their peers especially in reading.  | <ul style="list-style-type: none"> <li>• Focused questioning, first quality teaching</li> <li>• Pupils targeted precisely in lessons. Focus class groups.</li> <li>• Smaller groups using support staff to target pupils.</li> <li>• Lesson visits, planning &amp; book scrutiny to identify and share good practice.</li> </ul>   |
| Priority 2 - To achieve the end of Yr1 phonic screening, focus class groups<br>For EYFS PP pupils, especially boys, to improve their phonics and achieve, focus class groups | <ul style="list-style-type: none"> <li>• Targeted group to be more focused and supported in their learning, by raising aspirations and achievements.</li> <li>• Use of effective phonics will continue to raise the percentage of pupils achieving EYFS improve attainment in reading and improve writing. A focus group will be disadvantaged pupils and boys.</li> <li>• Employ extra trained staff to deliver phonic sessions.</li> </ul> |
| Barriers – identify and reduce gaps in learning following COVID-19.  | <ul style="list-style-type: none"> <li>• Assessment at end of academic year 2021 to focus on gaps and in next year group</li> <li>• Laptops given to those in need for further learning</li> <li>• Lower starting points in attainment</li> <li>• Lower rates of progress</li> </ul>   |
| Projected spending   | £64,000  |

## Wider strategies for current academic year 2021-2022

| Measure  | Activity  |
|--|---|
| Priority 1- attendance                         | FLW work with pupils with low attendance. Targets for pupils                              |
| Priority 2 - wider opportunities within school | Residential trips<br>Extra -curricular activities, uniform, equipment, breakfast club etc |
| Barriers to learning these priorities address  | Continue to improve full parental engagement & support from all backgrounds               |
| Projected spending                             | £46,000   |
| Contingency                                    | £10,000   |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Ensuring time for support with areas of development in teaching                          | Use of leadership cover to allow support in areas  |
| Targeted support | Ensure SMART targets are provided  | Use of staff meetings for training of setting SMART target and monitoring of them  |
| Wider strategies | Engaging families to support and ensure all vulnerable pupils can access online learning | Provide laptops where needed, phone call for support when not accessing. Continue to build strong relationships with families. |

## Review: last year's aims and outcomes 2020-2021

| Aim  | Outcome  |
|--|--|
| Yr6 Interventions and focused quality first teaching in place having a positive impact on learning.  | 63% achieved EXS, remaining 33% partially there, but due to COVID19 not quite achieved.  |
| Maintain number of pupils achieving GLD at above national levels, with good progress made by vulnerable pupils and improved learning environment with enhanced opportunities to successfully apply phonic & maths skills | EYFS achieved GLD 54%<br><br>PP (10) pupils 50% achieved GLD   |
| Pupils are supported with their emotional needs to be ready to attend lessons and learning.<br><br>FLW support families of emotional need children.  | Pupils supported, becoming more confident in classroom. FLW making effective relationships with parents via gate/email & phone links. Phone calls & emails were constant throughout the COVID19 period before summer holidays, for vulnerable families |