

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Battle and Langton CE Primary
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Simon Hughes, Headteacher
Pupil premium lead	Gary Alexander, Deputy Head (Teaching, Learning, Curriculum)
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 122,980
Recovery premium funding allocation this academic year	£ 12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 135,160

## Part A: Pupil premium strategy plan

### Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged children have fallen further behind with their early reading due to the Covid-19 school closures</i>
2	Many disadvantaged children also have additional learning needs
3	Progress across KS2 in reading and maths was lower for disadvantaged children in the last two complete years
4	There is a correlation with persistent absentees and disadvantage
5	Without financial assistance, disadvantaged children are less likely to attend the curriculum enriching trips and experiences

### 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
<i>Attainment in early reading gaps will have reduced</i>	A closer proportion of disadvantaged children will pass the PSC and achieve the expected standard at both Early Learning Goals, and the KS1 assessment.
Average progress in English and Maths will be at least good for disadvantaged children	Internal assessments will demonstrate this.
Improve attendance for disadvantaged children	The number of persistent absentees will reduce

### 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: £ 31,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional KS1 Phonics specialist teacher and related phonics teaching resources</i>	EEF Toolkit gives an average impact of +5 months	1
<i>Staff training for supporting children at risk of dyslexia</i>	EEF recommendation 5 in the report: Special Educational Needs in the Mainstream School	2

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

Budgeted cost: £ 83,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>After school tutoring for PP children in maths from experienced teacher</i>	EEF Toolkit gives an average of + 5 months progress	3
<i>Additional small group tuition for children in KS2 from an experienced teacher</i>	EEF Toolkit gives an average of + 5 months progress	3
<i>Additional adult support for structured interventions</i>	EEF Toolkit gives an average of + 4 months progress	3
<i>Trained speech and language support assistant</i>	EEF Toolkit gives an average of + 5 months progress	2
<i>Structured intervention for reading (Lexia)</i>	EEF evaluation efficacy trial gives an average of 2+ months progress	3
<i>Structured intervention for Maths (Maths Whizz)</i>	Whilst there hasn't been an independent study of its efficacy, we have used it for a number of years and have good evidence of its impact.	3

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting families who can't afford to pay for their		5

children to participate in curriculum enriching experiences		
<i>Supporting families with costs of breakfast clubs where we feel attendance is an issue, or we have concerns about the child's welfare</i>		4
<i>Employing an attendance officer to support persistent absentees</i>		4
<i>Employing a Play Therapist</i>		2

**Total budgeted cost: £ 135,195**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes
<i>Attainment in early reading gaps will have reduced</i>	A closer proportion of disadvantaged children will pass the PSC and achieve the expected standard at both Early Learning Goals, and the KS1 assessment.	In Summer 2022, 71% of children eligible for Pupil Premium achieved the Phonics screening check. 64% of children eligible achieved their Reading ELG
Average progress in Reading and Maths will be at least good for disadvantaged children	Internal assessments will demonstrate this.	Average progress of children eligible in reading was at least good in all year groups where we have external measures.  Average progress in maths was at least good in all but one year group
Improve attendance for disadvantaged children	The number of persistent absentees will reduce	Continued Covid-related absences meant that this objective was not achievable