

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	Matlock Bath Holy Trinity CofE Primary School
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anthony Jones (Chair of Governors) Sally Swain (Headteacher)
Pupil premium lead	Sally Swain (Headteacher)
Governor / Trustee lead	Sheila Laming (Safeguarding Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,000
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	£12,760

Part A: Pupil premium strategy plan

Statement of intent

At MBHT CofE Primary School, our intention is for all children to make good progress during their school years, across all areas of school life, not just the academic. Some of our disadvantaged children achieve highly and so we also intend to ensure they continue to achieve highly. Furthermore, we intend to offer our children a wider opportunity of experiences and to ensure they are well-prepared for their future, both in the real and virtual world.

Our main approach is to ensure we have good quality teaching in each classroom, with support staff working alongside each teacher, offering consistency, to enable all children to receive timely small group work, intervention and 1:1 support as is needed. This is proven to have the greatest impact on closing attainment gaps as well as providing all children with additional adult support in all areas of school life.

Additional teaching and teaching assistant hours will ensure that there is a consistency of approach to the week in school and there is instant opportunity to intervene and correct any misconceptions.

To ensure our approach is effective, we will:

- ensure disadvantaged children are challenged appropriately in the work that they're set and the support they are given
- intervene as needed to ensure progress remains consistent
- ensure a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observation and discussions with children and their parents, show under-development in speech and language skills for many of our disadvantaged children, throughout the school.
2	Our observations and discussions have identified social and emotional issues for some of our children through family circumstances and, at times, less parental engagement to support learning.
3	Assessments, observations and discussions have shown that the education and well-being of some of our disadvantaged children has been impacted by

	full and partial school closures, in particular, writing, which is supported by national studies.
4	Basic skills in Maths have declined due to the lack of consistently revisiting and revising learning.

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
Improved speech, language and communication skills	Assessment, observations and discussions show an improvement in speech, language and communication. Discussions with families also show this, and children are more confident to communicate
Improved and sustained mental and emotional health	Discussions with children, observations from staff, and
Improved progress in writing	Termly assessment shows an increased rate of progress for disadvantaged children , leading to a higher attainment at the end of the year
Improved progress in maths	Termly assessments show an increased rate of progress for disadvantaged children, leading to a higher attainment at the end of the year

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: **£7,342**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the 0.9 KS2 teacher to Full time for Quality First Teaching for the whole of KS2	"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment." EEF	2,3,4
Additional Teaching and Learning Assistant hours for the infant class (qualified teacher)	<p>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment." EEF</p> <p>"Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress" EEF</p>	1,2,3,4
Additional Teaching and Learning Assistant hours for the Junior class (qualified teacher)	<p>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment." EEF</p> <p>"Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress" EEF</p>	1,2,3,4
Metacognition work – targeted approach for KS2 children with basic skills in English and Maths	<p>Individualised Instruction EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	3,4

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

Budgeted cost: £3,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase 'Numberstacks' as an intervention tool to improve Maths outcomes with the four rules of number	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p>Research undertaken into Maths: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	4
Purchase 'Motor Skills United' as an intervention tool to improve fine and gross motor which will lead to improved outcomes in writing	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p> <p>Physical Development EEF: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</p>	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>There is a strong evidence base that a phonics approach impacts positively on the accuracy of word reading.</p> <p>"Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling" EEF Improving Literacy in KS1</p>	1, 3
Nuffield Early Language Intervention programme – no cost for the programme but costing for staff training release time & delivery	<p>"Develop pupils' speaking and listening skills and wider understanding of language. Language provides the foundation of thinking and learning and should be prioritised" EEF Improving Literacy in KS1</p> <p>Communication & Language approaches EEF: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1, 3

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

Budgeted cost: **£1,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
'My Mental Health Rocks' training – free training; cost is additional staffing, release time & delivery time	https://www.mymentalhealthrocks.com/ https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2
Increase of 0.9 teacher to full time to ensure consistency of approach across the week and curriculum delivery, with the mental health and well-being taking priority	Bowlby's theory on attachment https://researched.org.uk/2019/02/28/attachment-theory-what-do-teachers-need-to-know/ Childhood trauma https://www.acesonlinelearning.com/	1,2,3,4
Contingency fund for arising issues – fund further resources, courses / additional staffing as needed	Our school is able to address individual needs as and when they arise.	

Total budgeted cost: £12,760

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.

The overall spending at MBHT was on additional hours for both teaching and non-teaching staff and this has had a positive impact on all children. Children at MBHT received the consistency of these additional hours, which enabled them to strengthen and develop emotional attachments, which, in turn, meant that their mental health was strengthened. Children's well-being was our primary concern and all staff received training in trauma informed practice to aid this knowledge. This meant that needs were addressed and children given the support they needed. The additional phonics group work provided children with 'keep up' opportunities to close the gap and 6/7 children passed their phonics screening check in the autumn term.

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
Number Stacks	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)