

## 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	Three Legged Cross First and Nursery School
Number of pupils in school	87 school 23 nursery
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22 to 24/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Justine Horn, headteacher
Pupil premium lead	Anna Morris, senior teacher
LGC Chair	Cathy Stevens

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£ 4,930
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	£46,625

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Less time spent at Early Years pre-school provision to secure school readiness  Poor parent literacy skills  Low parental confidence at offering academic support
2	Inability to access home learning  Reduced access to resources at home  Reduced access to one to one time with an adult at home  Less access to transport to enrich the curriculum  Less time to practise skills at home
3	Less able to afford school uniform and sports kit
4	Less opportunity for enrichment visits
5	Poor attendance parents' poor perception of school based own school 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
<p>Pupils make at least expected progress</p> <p>Attainment is within national expectations</p>	<p>Statutory assessments, (the Phonics threshold 2021) show disadvantaged children achieve in line with their peers, 100%</p>
<p>Pupils have the correct resources needed to further their learning in the home environment</p> <p>Pupils are well prepared for the next stage of their school career</p>	<p>Home learning is accessible and accessed at home</p> <p>Disadvantaged children attend activities such as residential and clubs</p>
<p>High quality staff learning ensures embedded high expectations for all learners</p> <p>Pupil vocabulary is enhanced to improve curriculum learning</p>	<p>Disadvantaged children achieve in line with peers</p>
<p>Behaviour and attitudes to learning are exemplary</p>	<p>No exclusions</p>
<p>Attendance at school is supported</p> <p>Attendance is within national expectations</p>	<p>Attendance is in line with peers</p>

## 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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide specific learning opportunities and equipment to support children disadvantaged</p> <p>Provide small group tutoring to support missed learning due to COVID-19;</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches</p>	1, 2

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

Budgeted cost: £ 9,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support language and vocabulary acquisition and catch up</p> <p>Provide support to children at risk of not meeting age related targets</p>	<p>Language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment Assessment identifies key learning gaps</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular session.</p>	1, 2

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

Budgeted cost: £ 12,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supportive relationships between home and school</p> <p>Liaison with families and outside agencies</p> <p>Positive relationships with families and staff</p> <p>Attendance at early intervention meetings identifies needs of families at risk</p> <p>My Concern monitoring</p> <p>Attendance Support Service is used</p> <p>Signposting of key services, such as food banks</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>3,4, 5</p>

**Total budgeted cost: £ 46,625**

## 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, Statutory phonic assessments were 100% (national 82%)*

### 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
NELI	Nuffield
Inspire Maths	OUP

### Service pupil premium funding (optional) Not applicable in 21/22

*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?	