



Pupil premium strategy statement

Article 29: The right to an education that develops a child’s personality, talents and mental and physical abilities to their fullest potential. The right to “Be the best you can be”

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	Unity Community Primary
Number of pupils in school	310 (Oct 2021)
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	1.11.2021
Date on which it will be reviewed	31.10.2022
Statement authorised by	Fay Selvan
Pupil premium lead	Jude Lee
Governor / Trustee lead	Jon Park

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,465
Recovery premium funding allocation this academic year	£14,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£63,043
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	£207,573

Part A: Pupil premium strategy plan

Statement of intent

The intent in our use of the pupil premium grant is to improve a range of outcomes for disadvantaged learners and catch up on learning that has been impacted by the COVID pandemic.

We aim to;

- Narrow the attainment gap between disadvantaged pupils and non PP pupils
- Increase social and emotional well-being of disadvantaged pupils
- Increase attendance and punctuality levels for disadvantaged pupils
- Increase access to home learning and enrichment experiences for disadvantaged pupils

The audit of need amongst disadvantaged learners has highlighted key areas where the impact of school closures and lockdown have been the greatest. These key areas identified included speech and language levels in EYFS, reading and phonics in KS1 and writing in KS2 and emotional wellbeing across the school but particularly in KS2.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment, high levels of SEN, high levels of EAL
2	Children's mental health and wellbeing impacted by the pandemic which impacts on children's readiness to learn.
3	Poor attendance
4	High levels of deprivation leads to a lack of wider experience
5	Limited access to remote learning; lack of IT and low levels of English language in parents

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
Accelerate progress and raise attainment of disadvantaged cohort	Gap between disadvantaged children and all children at Unity is narrowed/closed. The gap between Unity disadvantaged children and disadvantaged children nationally is narrowed/closed

Improve the mental health and wellbeing of disadvantaged children	Disadvantaged children will be appropriately supported to feel safe and secure in school and thus ready to learn. There will be fewer recorded behaviour incidents for disadvantaged children Leuvens scales will show a higher level of engagement and satisfaction of disadvantaged children
Improve the attendance of pupil premium children	The attendance of disadvantaged children is increased to national average levels (96%). The number of disadvantaged children who are Persistently absent (PA) is reduced to below 10%
Improve access of pupil premium children to enriching, wider experiences.	All children in Y6 will experience a rural, residential trip. Teaching and learning will be engaging and motivating and accessible for all – no cost to disadvantaged children . This will improve their language and engagement levels
Improve access to remote learning for disadvantaged children so they will have use of a device to access home learning. Parents language levels will be improved and they will support their children in remote learning	Language and IT classes for parents will mean all disadvantaged children are supported in home learning. All disadvantaged pupils will have access to a device for home learning.

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: **£74,737**

Activity	Intended Impact	Challenge number(s) addressed
Additional teachers in Y2 and Y6 to support QFT £60,000	Enhance teaching and learning and raise attainment for disadvantaged children	1 and 2
Recruit an additional teacher for 3 days (January – August) as Assistant SENDco £14,737	Disadvantaged children and families are supported onto appropriate SEN pathways leading to their needs being fully understood. Disadvantaged children with SEN will be properly supported and therefore make better progress and attain higher.	1 and 2

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

Budgeted cost: **£47,000**

Activity	Intended Impact	Challenge number(s) addressed
School-led tutoring £12,000	Accelerate progress and aid recovery to improve academic outcomes for targeted disadvantaged children	1, 5
Specific Learning Difficulty Teacher £5,000	Improve outcomes and accelerate progress of children with SpLD who are also disadvantaged	1
Additional TAs in each phase to support teaching and learning and SEMH interventions £30,000	Raise attainment and wellbeing for disadvantaged children	1 and 2

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

Budgeted cost: **£89,953**

Activity	Intended Impact	Challenge number(s) addressed
Family Support Worker time £28,000	Improve whole school attendance and reduce persistent absence. Increase children's engagement in remote learning through the delivery of IT support and language classes for parents	3, 5, 2
Set up and run a full time Nurture provision £30,000	Disadvantaged children with SEMH to access Nurture provision, this will improve their access to the curriculum and minimise disruption to the learning of others. Learning Toolkit rated +4	1-4
Horticultural Therapy £12,000	Targeted disadvantaged children to access therapy individually or in small groups that will help them self-regulate and improve their wellbeing and engagement in learning	1,2,4

Forest School provision £10,500	Engage Y2, Y4 and Y6 children in outdoor learning leading to improved wellbeing and academic outcomes.	1,2,4
Provide more enrichment activities; residential for Y6, educational visits and visitors £5,336	Widen disadvantaged children's experiences leading to greater vocabulary and impacts on wellbeing and language.	4, 3, 1, 2

Total budgeted cost: £ 207,573

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.

In the 2020-21 Pupil Premium plan;

£25,000 was allocated to spend on hardware; laptops, tablets and dongles.

In the March 2020 lockdown it became apparent that many families with several children at Unity had inadequate technology from which to access remote learning. School maintained regular contact with all families through the first lockdown and provided work packs to continue to engage children in their learning. Devices were purchased and given (on long-term loan) to families so that all children could access online learning when the January 2021 lockdown happened. This was very effective, particularly in KS2 where children had been trained in using MS Teams, as all children had access to the full curriculum from home. This meant that on return to school, the dip in attainment was less than in the younger years where children still required an adult to support them in accessing learning.

Additional teaching assistants were recruited and funded through the pupil premium. Support was targeted at disadvantaged children to focus on gaps in learning that had occurred through lockdowns and school closures. This was targeted at KS1 children and phonics and reading interventions were prioritised. All children that received this individual support improved their reading age scores and moved up colour book bands. The SpLD teacher that worked with three disadvantaged children with dyslexia also had a positive impact on those children's progress. The SpLD sessions continued virtually through school closure.

Funding was allocated for additional Family Support Worker time to spend on improving attendance and engaging families in school and remote learning.

Family engagement remained a challenge because there was restricted access to the school building so workshops had to be delivered on line which highlighted the poor levels of IT skills and language levels of many Unity families. It was also difficult to impact on attendance as children had to isolate due to their own Covid status or as close contacts. This will remain a key priority for the coming year.

Observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to the continuing pandemic ongoing restrictions. The impact was particularly acute for disadvantaged pupils. Pupil premium funding was allocated for the set-up of an area in the school grounds and for 12 months of horticultural therapy (two therapists). There was significant impact for the children who received individual therapy with them all being able to self-regulate more effectively and receive better scores on the Boxall profile. There was also a positive impact on the children that accessed the group horticultural therapy; Leuven's scale scores increased and they were highly engaged in the work which raised their self-esteem and improved their wellbeing.

Pupil premium funding was also allocated to fund a wide range of enrichment activities. Many Unity children and particularly disadvantaged children have limited access to wider, enriching experiences. Forest school impacted positively on the children, improving their self-esteem and engagement in outdoor education. Unity is committed to taking all disadvantaged children

on a residential to the Lake District, free of charge. In previous years this spending has been really valued and impactful for the children, providing them with motivating and memorable experience that stay with them and widen their thinking. Unfortunately, because of restrictions throughout the year, the Y6 residential did not take place. Many educational visits, like the trip to the farm and the visit from a Roman soldier were cancelled due to COVID. A lot of this funding towards enrichment activities has therefore been carried over into the current pupil premium plan.

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
Forest School	Manchester Forest School
Horticultural Therapy	One Education