**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Diptford | | | | |
| **Academic Year** | 2021 - 22 | **Total PP budget** | £0 | **Date of most recent PP Review** | September  2021 |
| **Total number of pupils** | 63 | **Number of pupils eligible for PP** | 0 | **Date for next internal review of this strategy** | September 2022 |
|  |  | **LAC** | 0 |  |  |
|  |  | **Services** | 1(£310) |  |  |

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| 1. **Attainment 2021 (Based on Y6 results)** | | |
| *Diptford’s figures (based on teacher assessment due to COVID 19 pandemic)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | 75% | No data due to COVID 19 pandemic |
| **% achieving expectation in writing** | 75% | No data due to COVID 19 pandemic |
| **% achieving expectation in maths** | 75% | No data due to COVID 19 pandemic |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | No PP presently. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **A.** | | Children whose parents are in the serving armed forces may have SEMH needs. Service premium has been introduced to address the emotional and social well-being of these pupils. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub as required. | | * + Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play as required.   + Specialist support package available if needed. Staff awareness will support pupils through provision map   + Staff member trained in Emotional Logic   + Forces Family Forest Day |

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| 1. **Planned expenditure** | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
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| **Total budgeted cost** | | | | | **£0** |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupils whose parents are in the serving armed forces to have access to SEMH support through the Inclusion Hub as required. | Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play, Emotional Logic etc  Access to MAST  Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Emotional Logic: Emotional Logic is trauma responsive and is used in schools worldwide to help children, families and staff move forward during challenging times. For pupils and their families in schools, areas of anger, depression, anxiety or self-harm are commonly addressed. By feeling heard, and safe, pupils become more resilient and academic levels improve. For staff it is often used in the areas of stress reduction, workload, work life balance or conflict resolution. | Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. | IIH Manager  Academy Head | Termly |
| **Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance**  **IIH Budget**  **Total budgeted cost** | | | | | **£310**  **£310** |

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| 1. **Review of expenditure 2021 - 22** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| 1. **Targeted Support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |