

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	Pickhill Church of England Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	3/38 (7.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma Saunders
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,345
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	£3,345

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent readers.
- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of an iPad (KS1) or laptop (KS2) to support their studies) with no or minimal need for additional financial commitment from parents.
- To support the social and emotional well being of disadvantaged learners.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school to ensure all children are competent readers, irrespective of their starting point.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Support the development of reading by purchasing a wide range of decodable books for use at home and school, including e-books.
- To work alongside outside agencies to provide specific and targeted intervention to support the social and emotional well being of disadvantaged learners.
- To issue all children with a device (iPad/laptop) so that learning in school can be easily accessed at home.
- To provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach in all areas of the curriculum.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residential ensuring children are not financially disadvantaged.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.

- To support the well being of all pupils to ensure that they are ready to learn and feel settled in the school environment.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussion with pupil indicate gaps in oral blending and reading of some sounds and this negatively impacts reading development.
2	Disadvantaged pupil did not have access to their own appropriate technology at home in order to utilise school's remote learning offer to support the curriculum.
3	Mobility of children across schools has led to gaps in education and therefore has had an impact on assessment outcomes and social and emotional well-being of pupils.

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
Children will become competent readers and there will be an improvement in reading outcomes across the school.	100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils experience residential visits and curriculum enhancements (including the use of a laptop or iPad) without the need for additional financial commitment for parents/carers.
Children's mental health and well-being is a priority.	The Leuven scale, which will be assessed each term, will show improvements in child's well-being.

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: £ 1,359

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using 'Little Wandle' to ensure quality first teaching in lesson time and during targeted intervention.	<p>EEF T&L Toolkit - Phonics</p> <p>All staff to be trained in the revised Letters and Sounds SSP, Little Wandle Revised.</p> <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1.

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

Budgeted cost: £ 1,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA time is used to work 2 hours per week to release class teacher to support 1:1 or small group interventions.	<p>Disadvantaged pupils will receive structured interventions in the form of 1:1 or small group support with their class teacher. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session.</p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,

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

Budgeted cost: £ 915

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and resources for all staff and pupils using the 'Jigsaw' scheme of work to ensure quality first teaching in lesson time.	<p>All staff to be trained in the Jigsaw scheme of work and sessions delivered across the academic year.</p> <p><i>There is evidence that children's skills can be improved purposefully through school based SEL programmes, and that these impacts can persist over time. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers</i></p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3
GTA time is used to work 1 hour per week to support small group well-being interventions.	<p>Disadvantaged pupils will receive small group interventions with a GTA using the Compass Pheonix resources.</p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</i></p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3
Laptop Loan Scheme	<p>The continuing pandemic has heightened the need for pupils to have appropriate technology in their own homes for educational purposes.</p> <p>The Federation takes a pro-active approach to the use of technology to support learning. It uses many different online learning environments to motivate and inspire its pupils as well as reduce workload for its staff. This scheme also encourages the quality and quantity of learning that takes place in the home learning environment.</p> <p><i>EEF - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</i></p> <p><i>Technology can be engaging and motivating for pupils.</i></p> <p><i>(Impact +4 months)</i></p>	2

Total budgeted cost: £ 3,479

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 a number of small group interventions: 1:1 phonics and small group CTG Maths interventions, 100% PP children achieved a good level of development.

Staff have been trained in well-being interventions provided by Compass Phoenix. As a result, Leuven Scale scores have increased.

We have funded wraparound care provision to enable PP children to attend before and after school clubs.

We have fully funded educational visits for PP children to allow them to experience the same opportunities as the other children.

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
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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?	£310
What was the impact of that spending on service pupil premium eligible pupils?	This money helped to provide a laptop so that remote learning could be accessed at home. Learning can continue at home to help consolidate learning outside of the classroom setting.