

Pupil premium strategy statement 2021- 2024 (updated December 2022).

This statement details our school's use of pupil premium (for the 2022 to 2023 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	47
Proportion (%) of pupil premium eligible pupils	4/47 (8.5%)
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 2022
Date on which it will be reviewed	December 2023
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	£4,155
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring Grant	£486
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	£6,641

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 and Hooked on Books 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.

Yellow: Ongoing

Green: Completed and successful in 2021/22 but will still be continued to ensure the ultimate objectives are met.

Additional objectives 2022/2023

- Complete the full 15 hours of National Tutoring Programme to further increase outcomes for disadvantaged learners.
- Move from a 2 to a 3-class structure to provide more targeted quality first teaching and a greater teacher to pupil ratio.

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 wellbeing 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 pupils indicate gaps in oral blending and reading of some sounds and this negatively impacts reading development.
2	Emotional well-being is addressed in school so children are supported to deal with challenging circumstances at home.
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.	75% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.
Children's mental health and well-being is a priority.	In pupil voice surveys, children say they feel supported. Daily discussion shows children's emotional well-being is prioritised.
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.

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: £ 815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and resources for all staff and pupils using 'Little Wandle', 'The Write Stuff' and 'Hooked on Books' to ensure quality first teaching in lesson time and during targeted intervention.</p> <p>(£815)</p>	<p>EEF T&L Toolkit - Phonics</p> <p>All staff to be trained in the revised Letters and Sounds SSP, Little Wandle Revised and Hooked on Books.</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> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1.

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

Budgeted cost: £ 4,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions on a 1:1 or a small group basis to address gaps in learning.</p> <p>(£3,243)</p>	<p>Disadvantaged pupils will receive structured interventions in the form of 1:1 or small group support. 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>	1, 2,

	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	
School Led Tutoring through the National Tutoring (£810)	<p>In order to make the best use of the DFE's School Led Tuition grant, we have opted to use Reed's Online Tutoring to support those eligible. These sessions run online once per week for one hour. Sessions are 1:1 and 1:6 and take place at the end of the day. Arrangements have been made for parents to supervise the child during these sessions, and where this is not possible, provision has been made during wrap around care time.</p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) (+4months)</p>	1 and 3

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

Budgeted cost: £ 1,974

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 and also additional CPD related to individual needs of pupils.	<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 (social and emotional learning) 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>	2

	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
GTA time is used to work 1 hour per week to support small group well-being interventions. (1,974)	Disadvantaged pupils will receive small group interventions with a GTA using the Compass Pheonix resources. <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> EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 6,842

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 2021 to 2022 academic year.

<p>Intended outcome 1: Children will become competent readers and there will be an improvement in reading outcomes across the school.</p> <p>Success criteria: 100% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.</p> <p>Impact for 2021/2022 academic year: 50% of pupils were working at or above expected standard in reading (Summer 22)</p> <p>Reflection: Between setting the target and the end of year summative assessments, pupil premium children have joined the school with significant SEND needs which we are currently addressing.</p> <ul style="list-style-type: none"> • Significant CPD and targeted 1:1 intervention are planned to ensure that specific gaps with reading are addressed and acted upon quickly. • ‘Little Wandle Phonics’ CPD will be undertaken by all staff as well as ‘Hooked on Books’ training. • Staff are trained to deliver rapid catch-up interventions for both phonics and reading. • Shine interventions (Rising Stars) have been purchased so staff can deliver personalised interventions according to gaps in learning identified during each term’s summative assessments.

- School is engaging in the National Tutoring Programme to improve outcomes in reading.

Intended outcome: All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

Success criteria: 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.

Impact for 2021/2022 academic year:

Reflection: 100% pupils have been given their own laptop (KS2) or iPad (KS1) to support learning in school. All children have attended fully funded educational visits relevant to their year group and for Y5 pupils they have attended a fully funded residential. We have fully funded educational visits for those eligible for the Pupil Premium grant to allow them to experience the same opportunities as the other children and nobody has missed out due to financial constraints.

Intended outcome: Children’s mental health and well-being is a priority.

Success criteria: The Leuven scale, which will be assessed each term, will show improvements in child’s well-being.

Impact for 2021/2022 academic year: Staff have been trained in well-being interventions provided by Compass Phoenix. As a result, Leuven Scale scores have increased.

Reflection: All children who have required support have received regular well-being interventions which have been guided by Compass Phoenix. Staff have undertaken the relevant training and have asked for further advice when needed.

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?	£320
What was the impact of that spending on service pupil premium eligible pupils?	A laptop or iPad has been provided so that learning can continue at home to help consolidate learning outside of the classroom setting.