

Pupil premium strategy statement 2021- 2024 (updated October 2023).

This statement details our school's use of pupil premium (for the 2023 to 2024 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	45
Proportion (%) of pupil premium eligible pupils	5/45 (11%)
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	October 2023
Date on which it will be reviewed	December 2024
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	£5,820
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	£7,820

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.
- To ensure all disadvantaged pupils have access to the curricular and extra-curricular opportunities and experiences available.

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.

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.

Yellow: Ongoing

Green: Completed and successful in 2021/23 but will still be continued to ensure the ultimate objectives are met.

Additional objectives 2023/2024

- To purchase additional high quality intervention resources to close gaps within learning based on assessment analysis.

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 high quality interventions which support teachers to bridge the gap between disadvantaged and non-disadvantaged learners.
- 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 indicated gaps in fluency and comprehension which has impacted on attainment in reading.
2	Only 40% (2/5) of pupils are working at age related expectations in maths. [in comparison to 74% of non-disadvantaged pupils].
3	Financial constraints limit the opportunity for curriculum enhancements, including afterschool provision, residential visits and school trips.

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.	60% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school. (NB 60% of those eligible for the PP grant at Pickhill are on the SEND register).

<p>Children will become competent mathematicians and there will be an improvement in mathematics scores across the schools.</p>	<p>60% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in mathematics across the school. (NB 60% of those eligible for the PP grant at Pickhill are on the SEND register).</p>
<p>All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.</p>	<p>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.</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: £ 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>Little Wandle: £300 J Considine, Hooked on Books: 90 The Write Stuff: £425</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.
<p>High quality CPD for teachers and TA's in maths through the Mastery Hub (mathematics)</p>	<p>EEF T&L toolkit – maths</p> <p>All staff to be trained in the Mastery approach through the maths hub.</p> <p><i>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months)</i></p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	2.

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

Budgeted cost: £2,425

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

<p>to address gaps in learning.</p> <p>1:1 Teaching support £1885 + £540</p>	<p>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. Targeted resources purchased will help to ensure areas of learning are regularly assessed in line with NTS assessments.</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>GTA time is used to work 1 hour per week to support small group well-being interventions. (£ 3,069)</p> <p>Maths and English resources subscription for intervention work £200</p>	<p>Disadvantaged pupils will receive small group interventions with a GTA using the Compass Pheonix resources as necessary to help ensure their well being is improved where necessary.</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>	<p>1,2</p>
<p>Residential and trip subsidy including additional swimming lessons. £325 (trips/ residential) £160 (swimming)</p>	<p>All pupils are given the opportunity to access trips and residential throughout the year and will not be hindered by financial constraints.</p>	<p>3</p>

Total budgeted cost: £ 6,994

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome 1: Children will become competent readers and there will be an improvement in reading outcomes across the school.

Success criteria: All pupils who are eligible for the Pupil Premium grant make at least expected progress in reading.

Impact for 2022/2023 academic year: 60% of pupils made expected or better than expected progress in reading. (*Summer 23*)

Reflection: Between setting the target and the end of year summative assessments, two children working at the greater depth standard have moved to another school and three low attaining pupils became eligible for the Pupil Premium grant. Two of the pupils who became eligible for the grant at the end of the summer term were not making expected progress therefore the following will be put in place to support learners.

- Significant CPD and targeted 1:1 intervention is planned to ensure that specific gaps within 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.
- Schemes have been purchased so staff can deliver personalised interventions according to gaps in learning identified during each term's summative assessments.

Intended outcome 2: Children's mental health and well-being has been given an increased priority for our vulnerable learners.

Success criteria: In pupil voice surveys, children say they feel supported. Daily discussion shows children's emotional well-being is prioritised.

Impact for 2022/2023 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. Pupils were fully supported in their transition to Secondary School and pupil responses in surveys and during discussions showed they were feeling positive about their transition.

Intended outcome 3: 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 2022/2023 academic year: 100% of pupils have their own laptop and iPad allowing them to access high quality resources at home (and in some cases tuition). Pupils across the school have experienced a range of trips including residential.

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 Y5 and Y6 pupils have attended a fully funded residential to Peat Rigg and London. Pupils have also been given the opportunity to experience a pantomime trip, a visit to Bolton Castle, Evacuee Day, drama workshop, Eden Camp, WW1 enrichment day, Preston Park, Beamish, Saltburn, Campout, local area walk and leavers' treat. 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 no pupil has missed out due to financial constraints.

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
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How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	