

Pupil premium strategy statement – Pickhill Church of England Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Pickhill Church of England Primary School
Proportion (%) of pupil premium eligible pupils	13% (6/46)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/ 2025 2025/ 2026 2026/ 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,396

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent writers.
- To ensure that all children are competent readers.
- To ensure that all disadvantaged pupils make good progress from their starting points.
- 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?

- Embed the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme and 'Hooked on Books' (Jane Considine) 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 and writing.
- 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 residentials ensuring children are not financially disadvantaged.
- Embed OPAL (Outdoor Play and Learning) to allow SEND PP children to regulate and develop social skills – returning to class ready to learn.
- Implement sensory circuits intervention to allow for self-regulation and preparation for the school day ahead.

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 make good progress from their starting point.
- To provide targeted and effective support for SEND pupils.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.

Challenges

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

Challenge number	Detail of challenge
1	Only 17% of pupils eligible for the Pupil Premium grant are meeting ARE in writing [compared to 71% of non-Pupil Premium children].
2	Only 33% of pupils eligible for the Pupil Premium grant are meeting ARE in reading [compared to 76% of non-Pupil Premium children].
3	Only 33% of pupils eligible for the Pupil Premium grant are meeting ARE in maths [compared to 87% of non-Pupil Premium children].
4	Due to SEND needs, pupils eligible for the Pupil Premium grant are arriving at school dysregulated.
5	Children struggle to access a wider curriculum due to financial constraints.

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
In writing, pupils make good progress from their starting point.	The Write Stuff is embedded, and clear progress can be seen in book and reflected in the data.
In reading, pupils make good progress from their starting point.	Hooked on Books is embedded, and clear progress can be seen in book and reflected in the data.
In maths, pupils make good progress from their starting point.	In addition to quality first teaching, effective ALF strategies are implemented to ensure targeted interventions meet the needs of individuals.

Pupils are supported to self-regulate to ensure they are ready to learn.	Pupils are engaged in lessons and are able to self-regulate when necessary.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	All disadvantaged pupils experience residential visits, trips 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1853

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers in the moderation and assessment of writing.	<p>Across our Federation, we believe that providing staff CPD to support the moderation process of writing will enable a consistent and accurate outcome for those eligible for the Pupil Premium grant.</p> <p><i>Sharing evidence of learning and working with others to establish clear, consistent and trustworthy evidence supports a collaborative approach to learning and teaching. Moderation aligns teachers' viewpoints and hence increases the accuracy of assessment decisions that teachers make. Moderation provides a platform to qualify judgements, discuss doubts and, generally, improve one's understanding of where a pupil is at. Together we're stronger.</i></p> <p>How to make the moderation of writing a positive experience (pobble.com)</p>	1
CPD for teachers to support the delivery of reading (Hooked on Books).	<p>Teachers to become highly skilled in the delivery of Jane Considine's Hooked on Books programme of study.</p> <p><i>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality.</i></p>	2

CPD for TA to develop pedagogy by attending a HLTA course to effectively deliver small group intervention and support high quality first teaching within lessons.	TA to complete a HLTA course to develop pedagogy. <i>EEF - Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).</i>	1,2,3
CPD course to support teachers' development of AFL strategies for maths, ensuring targeted intervention.	Staff to continue to implement AFL strategies to support learners, address misconceptions and support pupils' confidence. <i>EEF - Found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.</i> <i>EEF - shows that learners who take part in well-structured and modelled self-assessment are able to better identify what they have done wrong. This enables them to review, edit and improve their work which in turn boosts the learner's confidence and achievement.</i>	3

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

Budgeted cost: £ 2,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 intervention to support times table fluency.	Providing 1:1 support at the beginning of the day (daily) with a TA to increased automatic recall and improve knowledge and speed of timetables <i>EEF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (+5 months).</i>	3
Interventions on a 1:1 or a small group basis to address gaps in learning.	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. 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	1,2,3

	<p>to ensure areas of learning are regularly assessed in line with NTS assessments.</p> <p><i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i></p> <p><i>EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Circuit intervention with a teaching assistant 4 days a week to support sensory regulation for those with SEND needs.	<p>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.</p> <p><i>Executive function and self-regulation (EF/SR) skills provide critical supports for learning and development, and while we aren't born with these skills, we are born with the potential to develop them through interactions and practice.</i></p> <p>EEF blog: Can we fix it? The role of executive functioning... EEF (educationendowmentfoundation.org.uk)</p>	4
Residential and trip subsidy including additional swimming lessons.	All pupils are given the opportunity to access trips and residential throughout the year and will not be hindered by financial constraints.	5

Total budgeted cost: £6,296

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

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.

Impact for academic year 2023-2024: 2/6 (33%) of those eligible met age-related expectation in reading in Summer 2024, compared to 34/45 (76%) of non-pupil premium children Summer 2024.

Reflection: Pupils made progress from their individual starting point although they did not meet ARE in reading. We also have taken into consideration that 100% of pupils eligible for the PP grant are also on the SEND register. Mobility also impacted our data so therefore has affected outcomes.

Intended outcome 2: 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 academic year 2023-2024: 100% of pupils were able to experience a curriculum without the need for financial constraints. Pupils visited London, Peat Rigg Outdoor Adventure Programme, The Year 4 Camp Out experience, a variety of sporting competition, Synergy Sports Day, a Roman Day at Murton Park, A trip to the Mosque in Bradford and they were able to use a laptop if required to complete any additional work at home.

Reflection: We have provided a wide range of experiences at no additional cost to families. These experiences have enhanced the curriculum experiences of all eligible.

Intended outcome 3: 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 academic year 2023-2024: The average Leuven score (ranging from 1 – 5) for well-being was 4 and for involvement was also 4. (1 being low and 5 being high).

Reflection: Pupils have received support for their wellbeing and have regular ‘check ins’ to ensure they are supported emotionally at school. As a result, anecdotally pupils feel happier at school and the Leuven scores show that they are involved in their studies.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.