

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery 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	Picknalls First School
Number of pupils in school	340 including Nursery full with 52 places
Proportion (%) of pupil premium eligible pupils	12.15% (35 PUPILS, including 8 post LAC pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Paul Johnson (Chair of Governors)
Pupil premium lead	Mrs A Tapp (Headteacher)
Governor lead	Mrs Heidi Elsmore (Vice Chair of Governors and Pupil Premium Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1385 X 23 (PP) £31855 £2410 X 8 (Post LAC) £19,280 Service children 4 x £320
Recovery premium funding allocation this academic year	£4495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£350.39
Total budget for this academic year	£57260.39

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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 discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers .
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Access to enrichment activities , including trips and visits, after school clubs and peripatetic music lessons, in order to broaden opportunities and experiences.

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
Improved maths progress and outcomes for children across the school, particularly disadvantaged children.	Children show accelerated termly progress from baseline Autumn Term 2022 data. Children achieve at least National data in year groups where there are National comparisons.
Improved reading progress and outcomes for children across the school, particularly disadvantaged children.	Children show accelerated termly progress from baseline Autumn Term 2022 data. Children achieve at least National data in year groups where there are National comparisons.
Improved writing progress and outcomes for children across the school, particularly disadvantaged children.	Children show accelerated termly progress from baseline Autumn Term 2022 data. Children achieve at least National data in year groups where there are National comparisons.
Improved oral language skills and vocabulary for children across the school, particularly disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved participation and access to enrichment activities including trips and visits, after school clubs and peripatetic music lessons.	No child disadvantaged and all children able to access additional enrichment activities. Children to show greater confidence and show greater engagement in all opportunities and across the whole school experience.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from whole school pupil questionnaires, parent questionnaires and teacher observations • qualitative data from individual child pupil questionnaires, parent questionnaires and teacher observations • continuing the good practice as evidenced in our school mental health award with Leeds Beckett University, Carnegie School of Education

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 Resources and access to extra-curricular activities

Budgeted cost: £11432.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase whole school updated standardised diagnostic assessments of Puma (maths) and Pira (comprehension) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3

<p>Purchase White Rose mastery maths work books for year 1-4.</p>	<p>From parent and staff feedback these booklets give a strong and reliable structure to ensure that whether in school or remote learning each child can access the maths curriculum at an age and stage appropriate level.</p>	<p>1, 2, 3</p>
<p>Purchase Little Wandle DfE recommended phonics scheme and Big Cat Collins books to compliment the scheme.</p>	<p>A Government approved phonics scheme that is up to date and relevant to the teaching of phonics. The new resources and lesson content will skill up staff across the school but in particular in EYFS and KS1. The consistent whole school approach will cement the delivery of phonics.</p>	<p>1, 2, 4, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Improved participation and access to enrichment activities.</p>	<p>Evidence shows that the wider opportunities children are given to develop additional skills benefits them in so many ways. Funding should not be a barrier to disadvantaged children in receiving wider enrichment opportunities.</p>	<p>4, 5, 6</p>

Targeted academic support for small group and one-to-one structured interventions

Budgeted cost: £45828

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-structured phonics sessions using the new scheme and books for all children and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Pupil premium learning mentors and TA's to provide additional reading, writing and maths interventions targeted at disadvantaged pupils who require further support.	Support 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3,4
Key staff to carry out social and emotional one to one and small group interventions for targeted pupils. This includes an increase in 'hope' hours and the set up of a lunchtime nurture club.	EEF, feedback, previous data	4,5

Total budgeted cost: £57260.39

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.

Internal termly data and end of year data outcomes showed dips across the school compared to previous years, in particular for the disadvantaged children.

Our assessment of the reasons for these outcomes points primarily at the continued effect of the Covid-19 pandemic, which disrupted all our children and subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of our remote learning strategies, purchasing high quality materials to support parents in their teaching at home and online resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We used the funding to:

- *Accelerate progress and raise attainment for pupils across the whole school*
- *Purchase appropriate resources to support children in class and for home learning to support maths, reading, writing, comprehension, phonics to support remote learning*
- *Purchase additional hours for school staff to provide one to one/small group interventions for disadvantaged children or those showing most dips in data*
- *Purchase a class set of iPads in order to allow access to modern ICT technology within 4 classrooms at any time across the curriculum*
- *Purchase Speech and Language CPD for 2 members of staff*
- *Purchase intervention materials to enhance interventions*
- *Appointed 2 pupil premium learning mentors from pupil premium funds*
- *Purchase and trained staff in 'Little Wandle' as a DfE approved reading scheme supplemented by Big Cat Collins books*