

Pupil Premium Strategy Statement Review 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 (please see the separate 2021-2022 review document for the effect of last year's spending of pupil premium within our school).

School overview

Detail	Data
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	19% (28 children)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ms Sharon Freeley, Interim Executive Headteacher
Pupil premium lead	Mrs Lucie Banks, Head of School
Governor / Trustee lead	Mr Stephen Hendry, Link Governor for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation for 2022-2023	£36,010
Recovery premium funding allocation this academic year	£4,350
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	£40,360

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that every pupil, irrespective of their background or the challenges they face, will leave our school achieving academic success, fully equipped and empowered to embrace their future. We want all pupils to make good progress and achieve the best outcomes they can. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. A tiered approach is used to achieve this, including high quality teaching, targeted academic support and wider strategies.

We want our pupils to be equipped to be resilient, enquiring learners who independently explore, problem solve, reflect and think critically. We strive for all our pupils to be good communicators and have the necessary literacy and numeracy skills to enable them to successfully access the next stage in their education. We want our pupils to be self-aware and to take responsibility for themselves; to understand who they are and their own personal strengths.

High quality teaching and education for all pupils is at the centre of approach, so attainment and progress continue to improve, 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.

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. School will use teachers and learning support assistants to provide targeted academic support in a variety of ways, such as interventions and flexible use of adults to focus support where it is needed when it is needed.

Our strategy also relates to non-academic barriers to learning, including attendance and SEMH needs, which may negatively impact upon academic achievement. School will use the Inclusion Lead to provide targeted support in a variety of ways, such as 1:1 mentoring and whole-family support.

Challenges

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

Challenge number	Detail of challenge
1	Evidence from the Reception baseline, assessments, observations and talking with pupils indicates that children eligible for PP joining the school in Reception typically start from a lower starting point than their peers, particularly in terms of poor oral language skills, social skills and conceptual understanding.
2	Assessments and pupil progress meetings evidence that children eligible for PP in KS1 and KS2 typically do not make the same progress or attainment as their peers in phonics, reading, writing and maths.
3	Assessments and observations indicate that many of our disadvantaged pupils have been impacted by the pandemic academically, resulting in gaps in their knowledge and skills, particularly in writing and phonics. These findings are supported by national studies.
4	Specific barriers to learning such as emotional and mental health needs are significant; a significant proportion of children present with low confidence and self-esteem.
5	A significant number of pupils have families with social, emotional and mental health difficulties which impacts on their learning in school. Deprivation factors affect learning. The impact of the COVID-19 pandemic, seasonal work, movement to and from the mainland, social housing movement, higher than average movement of children with SEND and/or Childrens' Services involvement continues to be a concern for parents and the school.

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. The strategy plan written in 2022-2023 has been extended to December 2025 as the key challenges and intended outcomes are predicted to remain the same.

Intended outcome	Success criteria
1. Accelerate the progress of Reception PP children from their starting points to achieve ELG in a greater number of areas.	Early Years Foundation Profile indicates gap narrowing year on year. 50% of pupils in receipt of PP funding made accelerated progress, going from 4/8 areas

	<p>achieved at baseline to 8/8 areas achieved at the end of the year. (2022/23)</p>
<p>2. The attainment gap between pupils eligible for PP and their peers will narrow.</p>	<p>End of Key Stage data indicates gap narrowing year on year.</p> <p>Positive impact of Year 3/4 and Year 6 Projects on PP evident in end of year outcomes.</p> <p>The attainment gap for Year 2 pupils in receipt of PP funding compared to pupils not in receipt of PP funding, from Sum 2022 – Sum 2023, narrowed in writing and maths, but widened in reading. (2022/23) (Focus for 2023/24)</p> <p>The attainment gap for Year 3 pupils in receipt of PP funding compared to pupils not in receipt of PP funding, from Sum 2022 – Sum 2023, narrowed in reading and maths, but widened in writing. (2022/23) (Focus for 2023/24)</p> <p>The attainment gap for Year 4 pupils in receipt of PP funding compared to pupils not in receipt of PP funding, from Sum 2022 – Sum 2023, widened in reading, writing and maths. (2022/23) (Focus for 2023/24)</p> <p>The attainment gap for Year 5 pupils in receipt of PP funding compared to pupils not in receipt of PP funding, from Sum 2022 – Sum 2023, was maintained in reading and writing, but widened in writing. (2022/23) (Focus for 2023/24)</p>
<p>3. The attainment gap between pupils eligible for PP and non-PP in the phonics check will continue to narrow.</p>	<p>Phonics check data results indicate the gap narrowing year on year.</p> <p>Year 1 – 100% of pupils in receipt of PP funding, compared to 85% of pupils not in receipt of PP funding, passed the phonics check in 2023. (2022/23)</p>
<p>4. Specific barriers to learning are reduced. Children demonstrate positive behaviour for learning, demonstrating resilience and the ability to use setbacks as learning points.</p>	<p>Specific pupil progress reviews and intervention reviews from a range of sources (for example, Inclusion Lead & Forest School Lead) will confirm that barriers to learning are being reduced.</p>

	Social and Emotional assessment through Forest School evidences reduced anxiety, an increase in confidence and resilience. Social skills also increased. This was recognised to have extended to the classroom. (2022/23)
5. Barriers to learning are reduced because of the support given to families through the school, including through the Early Help process.	Parental voice shows that they feel supported by the school. (Focus for 2023/24)

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:

2022-2023 = £18,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a rigorous and sequential approach to the reading curriculum in EYFS and KS1, using the DfE validated Systematic Synthetic Phonics Programme Little Wandle to secure stronger phonics teaching for all pupils, including fluency in transcription skills.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Provide all staff with professional development from the English Subject Lead,	The EEF reports offer practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with	2 and 3

<p>writing moderators and external providers (English HIAS Advisor Chris Cheal) to further improve the planning and teaching of reading and writing, ensuring there is challenge for all. Professional development for staff on accurately assessing pupils' writing, using writing moderators.</p>	<p>their literacy. The EEF recommends using high-quality information about pupils' current capabilities to select the best next steps for teaching.</p> <p>To excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Additional Y3 0.1 to provide effective handover of formative assessment between job share teachers for literacy and maths.</p>	<p>The EEF reports offer practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. The EEF recommends using high-quality information about pupils' current capabilities to select the best next steps for teaching.</p> <p>Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2 and 3</p>
<p>Purchase and analysis of standardised diagnostic assessments (NFER tests) to identify gaps/areas of weakness and address them.</p>	<p>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:</p>	<p>2</p>

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Professional development for staff to embed the theories and principles of feedback, retrieval practice and assessment across all areas of the curriculum using, for example, Tom Sherrington 'Walk-Thrus', Kate Jones 'Retrieval Practice'.	<p>EEF Improving Literacy in KS1</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
<p>Further development of our maths teaching and curriculum in line with DfE and EEF guidance.</p> <p>Fund teacher release for professional development and planning support with the HIAS maths Adviser and Broadlea Maths Lead.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM), drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</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>	2
2022-2023 Standardisation Courses for Years 2 and 6, 'Year 3 and 4	High-quality CPD for teachers has a significant effect on pupils' learning outcomes.	2

<p>Project', 'Year 6 Project' and HIAS curriculum networks for foundation subject leads.</p>	<p>Education Policy Institute (https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/)</p>	
<p>Purchase of Kindles for use in Maths</p>	<p>Kindles for each class, for identified children, enable pupils to access high-quality teaching and video resources (e.g. White Rose), to complement the effective support given by the Teacher and TA.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2 and 4</p>

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

Budgeted cost: £10,156

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA in Y6 to provide classroom based and 1:1 intervention for pupils whose education has been most impacted by the pandemic, specifically disadvantaged, including those who are high attainers.</p> <p>Year 6 booster groups.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Increase of additional adults across the school in order to provide targeted academic and emotional support following Covid 19 lockdowns.</p>	<p>Tuition targeted at specific needs, (including SEMH needs for those disproportionately affected by COVID) 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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2 and 4
<p>Purchase of SOS Outreach (April 2023) to provide specialist advice and support to increase knowledge and competence in</p>	<p>Evidence tells us that teachers should prioritise powerful strategies, like scaffolding and explicit instruction, as well as weaving specific approaches into every day, high-quality teaching.</p>	2

<p>providing provision which meets children's individual needs.</p>	<p>The outreach service will equip staff to respond to the needs of the pupil and will enable teachers to feel confident in delivering effective interventions and quality first teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf?v=1672844791</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>2022-2023 Use of specific catch-up phonics programme from Little Wandle for Key Stage 2 pupils).</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 3</p>

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

Budgeted cost:
2022-2023 = £11,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop Forest School and provide professional development for all staff to ensure pupils are accessing high quality experiences.</p>	<p>Evidence from the https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>shows that Forest School makes a difference in pupils' confidence, social skills, communication,</p>	<p>4</p>

	motivation, physical skills, knowledge and understanding.	
<p>Continue to embed the development of metacognition and self-regulation through high quality teaching.</p> <p>SEMH interventions, including external counselling services and in school Inclusion Manger.</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>(EEF Guidance Report)</p>	4
<p>Use of Broadlea FLO to work with DSL to support families with positive behaviour strategies at home and to provide social and emotional support to families.</p> <p>Use of Broadlea FLO to work with DSL to support families through Early Help process.</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF- ‘Working with Parents to Support Children’s Learning’</p>	6
<p>Use of Inclusion Manager to support families and pupils disproportionately affected by COVID to ensure their SEMH needs are met in order that they may successfully access the full curriculum offer and make accelerated progress.</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>	6

<p>2022-2023</p> <p>Attend the Attachment and Trauma Aware Schools (ATAS) training and disseminate knowledge so that staff are aware of the neuroscience that stops vulnerable children effectively accessing learning and have specific understanding of attachment and trauma that they can draw upon to develop setting and classroom practice.</p>	<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>(https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)</p>	<p>6</p>
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Total budgeted cost:

2022-2023 = £40,192 (including £4,350 of Recovery Premium Funding)