

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2021 to 2024 academic years funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Pegswood Primary School
Number of pupils in school	163 (N-Y6)
Proportion (%) of pupil premium eligible pupils	62 pupils (38%) (N-Y6)
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	November 2021 Reviewed: November 2022 November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Andrew Waterfield
Pupil premium lead	Andrew Waterfield
Governor lead	Rob Kitching

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,900
Recovery premium funding allocation this academic year	£6,235
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	£80,135

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the Education Endowment Foundation (EEF) should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and well-being to enable them to access learning at an appropriate level

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered.

- Pupil premium funding and recovery curriculum funding will be allocated following a needs analysis.

Achieving these objectives

The range of provision the Governors consider making for this group include, but not exclusively:

- Ensuring all teaching is good or better thus ensuring quality first teaching for all pupils
- To ensure our curriculum is matched to the needs of our learners, including addressing any gaps identified, through diagnostic assessment and detailed tracking and analysis
- To ensure our PP pupils are at least on track for expected progress from their starting points by providing interventions and targeted support
- To ensure we are supporting our pupils emotional and social well-being needs through Nurture sessions and Thrive sessions where needed
- To enable access to a wider curriculum through supporting payment for activities, educational visits and transportation.

Challenges

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

Challenge number	Detail of challenge
1	An increasing number of pupil premium children also have additional needs, including academic, social and emotional needs which restricts the child's readiness to learn. These have been heightened due to the impact of partial school closures. Referrals for support have increased and more children are needing and accessing support.
2	Narrowing the attainment gap across Reading, Writing and Maths. Our assessments and observations indicate that the education of many of our disadvantaged children has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has led to wider gaps.
3	Attendance and punctuality for some disadvantaged children is a barrier to learning and to well-being.

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
Attainment and progress in Reading	To achieve national average standards and progress scores or better in KS2 reading. KS2 reading outcomes in 23/24 show an improving trend for our disadvantaged children.
Attainment and progress in Writing	To achieve national average standards and progress scores or better in KS2 writing. KS2 writing outcomes in 23/24 show an improving trend for our disadvantaged children.
Attainment and progress in Maths	To achieve national average standards and progress scores or better in KS2 maths. KS2 maths outcomes in 23/24 show an improving trend for our disadvantaged children.
Achieving expected standards in phonics	For Year 1 pupil premium pupils to achieve the expected standard in the national phonics screening test year on year.
To ensure high levels of attendance and to sustain this	To ensure attendance of disadvantaged pupils is in line with our school target of 94+%.
To support emotional and social well-being needs	Pupil premium children are ready to learn and supported emotionally. Student and parent voice feedback. Increased participation in enrichment activities.

Activity in this academic year (2023 to 2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 6,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding, monitoring and reviewing new validated phonics	EEF (+5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading which in turn impacts positively on the self-esteem, particularly of disadvantaged children.	2
KS2 Rapid Phonics to be embedded, monitored and impact reviewed.	As above	2
Independent online targeted reading scheme, with comprehension, to link with phonics scheme be embedded, monitored and impact reviewed.	EEF (+6 months) Reading comprehension activities are proven to have a high impact on pupil understanding and when used alongside phonics it is a crucial element of early reading instruction.	2
Ensure new staff have the relevant phonic training for validated phonics scheme.	EEF (+5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading which in turn impacts positively on the self-esteem, particularly of disadvantaged children.	2
Embed, monitor and review guided reading material, linked with Bug Club, including comprehension workbooks.	EEF (+6 months) Reading comprehension activities are proven to have a high impact on pupil understanding and when used alongside phonics it is a crucial element of early reading instruction.	2
Subscriptions to online services and planning		2
CPD opportunities		2

Targeted academic support**Budgeted cost:** £33 000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued targeted phonics support.	EEF (+ 5 months) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged children.	2
KS2 Introduction to Rapid Writing interventions	(EEF +4 months) Teaching assistants can provide a positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	2
KS2 Introduction to Rapid Maths interventions	As above	2
Use of Thrive to support children and their families throughout the year.	EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focussing directly on the academic or cognitive elements of learning.	1, 3
Additional TA support for disadvantaged children with speech & language needs.	EEF (+5 months) Targeted one to one support has been evidenced at being very effective at improving pupil outcomes.	2

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

Budgeted cost: £42,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use teaching assistants in Reception, KS1 and in KS2 to provide targeted additional support, consolidation and challenge to specific groups of identified children.	EEF (+4 months) Teaching assistant intervention, when deployed in a targeted manner can provide a large positive impact on the children.	1, 2
Additional TA support for disadvantaged children with social, emotional & mental health needs to run Nurture sessions.	EEF (+ 4 months) Social and emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focussing directly on the academic or cognitive elements of learning.	1, 3
Release time for our SENDCo to work with the families of disadvantaged children through Early Help Assessments.	EEF (+4 months) The children will benefit from the regular multi-agency meetings that address the children and family's needs when in crisis or needing extra support. This will ensure that the vulnerable children and their families have support to access the things they need which may include support for social, emotional, health, financial or housing needs. This will help to ensure that children are supported and provided with the best chance possible to have a healthy, happy and successful life.	1, 2, 3
Sustaining and embedding Forest School provision in the use of the outdoor environment for educational purposes. Resources are required for us to achieve this.	EEF (unclear although there are certainly elements of metacognition and self-regulation within Forest School which the EEF rate as +7 months) To provide a trained Forest school teacher to work with each class teacher to plan and deliver Forest School activities to the whole school over the term and the year. The activities will be linked to what the children are currently learning in other curriculum areas. Children will have the opportunity to learn in an outdoor environment. They will learn how to handle risks and most importantly to use their own initiative to solve problems and co-operate with each other.	1, 2

To subsidise some transportation costs and the partial cost of trips and events.	To support our community with the cost of school trips/ activities to ensure pupils benefit from enrichment activities and wider experiences.	1, 3
To provide breakfast toast to the whole school each day.	To ensure those children who need it are fed appropriately and ready to learn.	1,3

Total budgeted cost: £81,000 approx.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our internal assessments data during 2021/22 showed that all pupil premium pupils made progress from their starting point.

Early Years

- 48.5% of all children in the cohort achieved a GLD at the end of Reception.
- 45% of PP children (5 children) in this cohort achieved a GLD at the end of Reception.

Year 1

- 77% of children in the cohort achieved the expected standard in the phonics screening at the end of Y1.
- 100% of PP children (3 children) achieved the expected standard in the phonics screening at the end of Y1.

Year 2

- 75% of children in the cohort achieved the expected standard in reading at the end of Y2, including 12.5% at greater depth.
- 80% of PP children (8 children) in the cohort achieved the expected standard in reading at the end of Y2, including 10% (1 child) at greater depth.
- 69% of children in the cohort achieved the expected standard in writing at the end of Y2, including 6% at greater depth.
- 70% of PP children (7 children) in the cohort achieved the expected standard in writing at the end of Y2, including 10% (1 child) at greater depth.
- 75% of children in the cohort achieved the expected standard in maths at the end of Y2.

- 70% of PP children (7 children) in the cohort achieved the expected standard in maths at the end of Y2.

Year 6

- 75% of children in the cohort achieved the expected standard in reading at the end of Key Stage 2, including 13% at greater depth.
- 33% of PP children (2 children) in the cohort achieved the expected standard in reading at the end of Key Stage 2.
- 54% of children in the cohort achieved the expected standard in writing at the end of Key Stage 2, including 4% at greater depth.
- 33% of PP children (2 children) in the cohort achieved the expected standard in writing at the end of Key Stage 2.
- 71% of children in the cohort achieved the expected standard in maths at the end of Key Stage 2, including 21% at greater depth.
- 33% of PP children (2 children) in the cohort achieved the expected standard in writing at the end of Key Stage 2, including 33% (2 children) at greater depth.
- 62% of children in the cohort achieved the expected standard in grammar, punctuation and spelling at the end of Key Stage 2, including 17% at greater depth.
- 33% of PP children (2 children) in the cohort achieved the expected standard in grammar, punctuation and spelling at the end of Key Stage 2, including 17% (1 child) at greater depth.
- 37.5% of children in the cohort achieved the expected standard in reading, writing and maths at the end of Key Stage 2, including 4% at greater depth.
- 33% of PP children (2 children) in the cohort achieved the expected standard in reading, writing and maths at the end of Key Stage 2.

Outcomes for PP children at the end of Early Years and Key Stage 1 are broadly in line, or above, the achievements of the cohort as a whole.

Outcomes for PP children at the end of Key Stage 2 are primarily because of the additional needs of our PP cohort. 50% of the PP cohort had additional SEND needs. Of the Early Help or additional services with input being required, 100% were for PP children (3). Of the six PP children, 67% (4) had either SEND or Early Help / other agency involvement and 33% (2) had both SEND and Early Help involvement.

These children and families have benefited from our PP funding and all have made progress from their starting points.

We found that we needed to use an increasing amount of our funding to provide wellbeing support for an increasing number of children and families, through our use of Thriving Minds, which offered support both in school and in the family home. We will continue to use this next year.