# Pupil premium strategy statement - Finstall First School

This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| Number of pupils in school | 300 |
| Proportion (%) of pupil premium eligible pupils | 5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Mr S Evans |
| Pupil premium lead | Mrs K Harrison |
| Governor / Trustee lead | Mrs K Joynes |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,015 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £22,215 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We track the progress and attainment of Pupil Premium children on an ongoing basis and aim to identify, particularly quickly, if they are at risk of not making ARE in Reading, Writing or Maths. We will then plan and deliver support and / or interventions, designed to overcome barriers to learning and / or plug gaps in learning in order to accelerate the progress of these children. We know that many of our Pupil Premium children need regular opportunities to discuss their emotions and feelings and we provide nurture sessions to enable this. We believe that our pupils will learn more and make better progress if they are emotionally and mentally healthy and feel well-supported. We also understand that we have some vulnerable parents who we need to support in a variety of ways. This year, we would like to further develop the level of support that we offer to parents. For example, we would like to offer a wider range of parental workshops in school to support parenting skills and to help parents to support their children’s learning and development at home. We believe that this will have an indirect effect on our children’s progress because of their improved mental-health and well-being. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Low attendance of some of our pupil premium children |
| 2 | Some of our children who are eligible for Pupil Premium have parents who are vulnerable and need additional support as they struggle to support their children with their education and development at home. |
| 3 | Ensuring that we do all we can to help our Pupil Premium children to make expected progress and ARE in Reading, Writing and Maths. |
| 4 | Ensure that we are supporting our Pupil Premium children’s mental health and wellbeing. |

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## 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.

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| Intended outcome | Success criteria |
| For all Pupil Premium children to achieve at least 96% attendance or, at least, improved attendance. | Target group of children have high levels of attendance – over 96% or, at least, improved attendance.  Parents feel supported at school – have access to Early Help support such as external parenting courses.  Vulnerable parents gain an extended network of support from other parents – e.g. for help with dropping off and collecting pupils when they are unable to.  High levels of attendance promoted as a whole school initiative. |
| Vulnerable parents are able to provide improved support for their children’s development and education. | Vulnerable parents are better equipped to provide a good level of support for their children’s development and education because they:   * engage with recommendations suggested by School / Early Help * have improved relationships with staff and feel well supported by School * have attended workshops in school, providing advice on how to develop their parenting skills and how to support their children at home. |
| For Pupil Premium children to make expected progress and attain ARE in Reading, Writing and Maths | High % of PP children make expected progress from starting points and attain ARE in Reading, Writing and Maths due to:   * Quality first teaching for all children including Pupil Premium children. * Use of time-limited interventions / support for Pupil Premium children who are at risk of not making expected progress or attaining ARE in Reading, Writing and Maths |
| Pupil Premium children receive appropriate support for their well-being and mental health. | Pupil Premium children feel good about themselves and function well and feel well-supported when they don’t because:   * They have timely opportunities to speak to key staff about their feelings * If required, they participate in Nurture group sessions at least once / week * High quality PSHE teaching and learning, using the Jigsaw scheme throughout the school to develop children’s mental health and well-being. |

## 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: £29,641

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional TA hours to provide support for PP children in Reading, Writing and Maths activities, as well as other curriculum areas. | Additional support given within each year group to help PP children to overcome barriers to learning / plug gaps in learning. TA also becomes another key member of staff who children can talk to about their feelings.  TA Grade 1 for 8 hours / week / year group = £23,613  *A similar level of support has proved extremely effective in previous years.* | 3 and 4 |
| Mrs Harrison, Mrs Ball and Mrs Simpson to monitor the effectiveness of provision for pupils who are eligible for Pupil Premium and ensuring that all children are getting their entitlement. | Regular book trawls to monitor the progress of Pupil Premium children.  Regular discussions with staff and pupils about support provided for Pupil Premium pupils. Checks carried out to make sure that effective use is being made of funds.  6 hours / week - Grade 4 TA = £4,828  1 hour / week – Teacher time = £1,200  *Similar level of support has proved extremely effective in previous years.* | 3 |
| High quality PSHE Teaching and Learning, making use of Jigsaw Scheme helps to develop children’s mental health and well-being. | Pupil Premium children feel good about themselves and function well and feel well-supported.  *Similar level of support has proved extremely effective in previous years.* | 4 |

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

Budgeted cost: £13,283

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adapted phonics support daily following the Essential Letters and Sounds scheme. | Phonic gaps are targeted and children improve their reading ability to de-code and blend words together and to read sight words through a sequential teaching of phonics using the Essential Letters and Sounds Scheme.  TA Grade 1 for 3 hours / week / year group = £8,855  *Similar level of support has proved extremely effective in previous years.* | 3 |
| Individual reading for PP children. | Additional Individual Reads –  TA Grade 1 for 30 minutes / week / year group = £1,476  *Similar level of support has proved extremely effective in previous years.* | 3 |
| Additional TA / SSA running targeted interventions for PP children to accelerate progress in Reading, Writing and Maths in order to achieve ARE in these subjects. | TA Grade 1 providing interventions for 1 hour / week / year group = £2,952  *Similar level of support has proved extremely effective in previous years.* | 3 |

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

Budgeted cost: £1,035

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Regular meeting with vulnerable parents to check on their wellbeing and help them to provide support for their children at home and to improve attendance. | Vulnerable parents having regular catch ups with school staff improves relationships and trust between staff and parents. Parents also feel supported with homework, reading at home, etc.  *Similar level of support has proved extremely effective in previous years.* | 1, 2 and 3 |
| Signposting our vulnerable parents to workshops provided by external agencies or completing an early help referral. | To suggest workshops for parents to attend if they need support at home or make an early help referral.  *Similar level of support has proved extremely effective in previous years.* | 1 and 2 |
| Parenting workshops in schools to support our vulnerable parents. | Offering vulnerable parents in-School parenting workshops and workshops to support pupils’ educational development helps them to develop their parenting techniques and helps them to feel more confident about supporting their children at home.  *Similar level of support has proved extremely effective in previous years.* | 1, 2 and 3 |
| Nurture group with Pupil Premium children to improve their well-being, mental health and resilience. | Nurture groups – TA Grade 2 to lead for at least once / week for 20 minutes in each year group = £1,035  *Similar level of support has proved extremely effective in previous years.* | 4 |
| Regular monitoring of attendance by Senior Leaders, with particular focus on PP children. Meet / work with parents as appropriate. | Parents feel well-supported but also understand consequences of poor attendance on children’s education.  *Similar level of support has proved extremely effective in previous years.* | 1, 2, 3 and 4 |

**Total budgeted cost: £43,959**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils’ attainment levels from the end of the 2020/21 academic year to the end of the 2021/22 academic year.

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| Teacher Assessment, making use of the “Target Tracker” Assessment programme, is used to assess the progress and attainment of our pupils. Pupil Premium children generally perform as well as all other pupils in our school. A high percentage of Pupil Premium children make at least the expected level in Reading (92.8%) and Maths (92.8%) with the percentage slightly lower in Writing (78.5%). Most Pupil Premium children make at least expected progress in Reading (92.8%) and Writing (85.7%) with a few children making better than expected progress. In Maths,100% of children made expected progress.  **Attainment of 14 Pupil Premium Children**   |  |  |  |  | | --- | --- | --- | --- | |  | Below  Expected Level | At least Expected level | Above Expected Level / GD | | Reading | 1 (7.1%) | 13 (92.8%) | 4 (28.5%) | | Writing | 3 (21.4%) | 11 (78.5 %) | 1 (7%) | | Maths | 1 (7%) | 13 (92.8%) | 2 (14.2%) |   **Progress of 14 Pupil Premium Children**  Years 1 – 4 – Progress from end of July 2021 to end of July 2022  Year R – Progress from baseline on entry to Year R to end of Year R   |  |  |  |  | | --- | --- | --- | --- | |  | Below Expected Progress | At least Expected Progress | Better than Expected progress | | Reading | 1 (7.1%) | 13 (92.8%) | 3 (21.4%) | | Writing | 2 (14.2%) | 12 (85.7%) | 1 (7.1%) | | Maths |  | 14 (100%) | 3 (21.4%) |   Attendance  The attendance figures for 2021/22 were much lower nationally than in previous years because all Covid-related absences were included as if they were normal illness and are, therefore, counted as authorised absences. Our School’s attendance figure was 94.6% for 2021/22, whereas it is typically around 97.6%. Our Pupil Premium children averaged 93.1%. All but 3 of our 14 PP children had an attendance figure above 91%. 3 children had an attendance figure below 90% and would, therefore, be counted as persistent absentees. However, if covid-related absence was not included, all 3 would have had an attendance figure above 90%. One of these children had also had an eye operation, which was the main reason for his lower attendance figure. We continue to monitor attendance and to work with all of our families as we strive to achieve high rates of attendance across the School. |

## Externally provided programmes

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

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *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** |
| £320 – spent on a contribution towards the additional TA /SSA time allocated to Year 1 |
| **The impact of that spending on service pupil premium eligible pupils** |
| One pupil –  This pupil made better than expected progress in Writing and expected progress in Reading and Maths.  The pupil attained Greater Depth judgements in Reading, Writing and Maths. |