# 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

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 297 |
| Proportion (%) of pupil premium eligible pupils | 3.7% |
| 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 / 25 |
| Date this statement was published | 10th October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Matt Mason |
| Pupil premium lead | Kay Harrison |
| Governor / Trustee lead | Kelly Joynes |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £22,460 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £500 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £22,960 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| We have high aspirations for all of our pupils, including our Pupil Premium children. We ensure that high quality teaching is provided for all pupils and adaptations are provided for children, where needed. We track the progress and attainment of Pupil Premium children on an ongoing basis and aim to identify, quickly, if they are at risk of not making ARE in Reading, Writing or Maths. We, 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. Last year. we appointed a Pastoral Lead, who received training to be a qualified ELSA practitioner as we are identifying children who need specific, bespoke interventions to develop their emotional and mental health needs. We believe that our pupils will learn more and make better progress if they are emotionally and mentally healthy and feel well-supported. Our Pastoral Lead is also there to provide support to our parents and drop-in sessions are available for parents if they require support. 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. Our pastoral lead left the school in September 2024 and we are currently recruiting a new pastoral lead for this academic year. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Low attendance for a very small % of our pupil premium children |
| 2 | A few 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 | Some of our Pupil Premium children have learning needs and require adaptations to the curriculum. |
| 4 | Some of our Pupil Premium children have poor mental health and low self-esteem. |

## 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 |
| For all Pupil Premium children to achieve at least 96% attendance or, at least, improved attendance. | Attendance is improved for the small minority of children who have low attendance. Attendance for other PP children remains high.  Parents feel supported at school – have access to Early Help support, such as external parenting courses, and Pastoral Lead to have regular check ins with parents and offer support with helping to get their children into school regularly.  High levels of attendance continues to be promoted as a whole school initiative. |
| Vulnerable parents are able to provide improved support for their children’s development and education. | Parents attend workshops in school, or externally, and receive advice on how to develop their parenting skills and how to support their children at home.  Parents engage with recommendations suggested by School / Early Help / Family Learning.  With support of Pastoral Lead, parents have improved relationships with staff and feel well supported by School. |
| For high % of Pupil Premium children to make good progress and attain ARE in Reading, Writing and Maths. | High % of PP children make good 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 good progress from starting points or attaining ARE in Reading, Writing and Maths. * Appropriate adaptations to the curriculum are provided so that pupils can progress well from starting points. * High quality targeted and specialist provision for those children with specific needs. |
| 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:   * They have timely opportunities to speak to key staff about their feelings. * If required, they participate in Nurture group sessions at least once / week. * ELSA 1:1 sessions or group sessions provided for children, as required, by our Pastoral Lead who is training to be an ELSA practitioner. * High quality PSHE teaching and learning, using the Jigsaw scheme throughout the school to develop children’s mental health and well-being. * Whole School “Rainbow of Resilience” initiative with associated tokens. |

## 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: £25,425

|  |  |  |
| --- | --- | --- |
| 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 = £20,125  *A similar level of support has proved extremely effective in previous years.* | 3 |
| 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 = £4,000  1 hour / week – Teacher time = £1,300  *Similar level of support has proved extremely effective in previous years.* | 1,2, 3 and 4 |
| 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.* | 3 and 4 |

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

Budgeted cost: £11,798

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Adapted phonics support daily following the Essential Letters and Sounds scheme. | Through interventions, phonic gaps are targeted and children improve their ability to de-code and blend sounds as well as to read sight words through systematic teaching of phonics using the Essential Letters and Sounds Scheme.  TA Grade 1 for 3 hours / week / year group = £6,435  *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 = £3,218  *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 = £2,145  *Similar level of support has proved extremely effective in previous years.* | 3 |

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

Budgeted cost: £3,117

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral Lead to provide support for our vulnerable parents and to support our children’s emotional and mental health. | Parents can develop a good relationship with our Pastoral Lead and feel well-supported.  ELSA had been recommended as an effective intervention by the Worcestershire SEN advisor to improve children’s emotional and mental health.  Counselling / Nurture provided for parents and children. | 1, 2, 3 and 4 |
| Regular meeting with vulnerable parents by Pastoral Lead 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 Pastoral Lead to improve relationships and trust between School and parents. PL providing counselling sessions for parents. Parents also feel supported with homework, reading at home, etc.  Pastoral Lead at 6 hours / week = £3,117 | 1, 2, 3 and 4 |
| Supporting vulnerable parents by signposting them to workshops provided by external agencies, PL working directly with them or, where required, completing an Early Help referral. | To suggest workshops for parents to attend if they need support at home. Where required, make an Early Help referral.  *Similar level of support has proved extremely effective in previous years.*  Pastoral Lead to work directly with vulnerable parents, providing advice and support as required. | 1 and 2 |
| Parenting workshops in school 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, 3 and 4 |
| Nurture group with Pupil Premium children to improve their well-being, mental health and resilience. | Nurture groups – TAs to lead for at least once / week for 20 minutes in each year group = £800  *Similar level of support has proved extremely effective in previous years.* | 3 and 4 |
| Regular monitoring of attendance by Pastoral Lead / Senior Leaders, with particular focus on PP children. Meet / work with parents as appropriate. | Pastoral Lead to work with / support parents struggling with attendance / punctuality. 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 |
| 1:1 or small group ELSA sessions with our Pastoral Lead. | Counselling / Bespoke ELSA sessions provided by our Pastoral Lead who is training to be an ELSA practitioner. Sessions based on a child’s emotional and mental health needs. Children’s mental health needs being supported well. This intervention was recommended by Worcestershire SEND advisor. | 3 and 4 |

**Total budgeted cost: £40,340**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| There were 14 Pupil Premium children during 2023-2024  **Attainment of Pupil Premium children – 2023 / 2024**   |  |  |  |  | | --- | --- | --- | --- | |  | Working Below ARE | Working At ARE or above | Working above ARE | | Reading | 4 (28.5%) | 10 (71.4%) | 2 (14.3%) | | Writing | 6 (42.9%) | 8 (57.1%) | 1 (7.1%) | | Maths | 6 (42.9%) | 8 (57.1%) | 1 (7.1%) |     In Reading, the attainment of our Pupil Premium children is above those of their National counterparts (compared with end of KS2 National) and inline with their National in Writing and Maths. We will be particularly targeting those children who are working just below ARE in Reading, Writing and Maths next year.  **Overview of progress of Pupil Premium children – 2023/24**  Progress based on 13 chn as one child joined in the Summer term.   |  |  |  |  | | --- | --- | --- | --- | | **Reading** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** | | **Prev Yr Below** | 4 ( 30.8%) | 1 (7.7%) |  | | **Prev Yr At ARE** |  | 6 (46.2%) | 1 (7.7%) | | **Prev Yr Above ARE** |  |  | 1 (7.7%) |  |  |  |  |  | | --- | --- | --- | --- | | **Writing** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** | | **Prev Yr Below** | 4 ( 30.8%) | 1 (7.7%) |  | | **Prev Yr At ARE** | 1 (7.7%) | 6 (46.2%) |  | | **Prev Yr Above ARE** |  |  | 1 (7.7%) |  |  |  |  |  | | --- | --- | --- | --- | | **Maths** | **Current Yr Below** | **Current Yr At ARE** | **Current Yr Above ARE** | | **Prev Yr Below** | 4 ( 30.8%) | 2 (15.4%) |  | | **Prev Yr At ARE** | 1 (7.7%) | 5 (38.5%) |  | | **Prev Yr Above ARE** |  |  | 1 (7.7%) |   Progress measures based on:  Years 2 – 4 – Progress from end of July 2023 to end of July 2024  Year 1 - Progress from ELG to end of Year 1.  Year R – Progress from baseline on entry to Year R to end of Year R |

## 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.*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

|  |
| --- |
| *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 was received last year for 1 Year 3 pupil. This funding was included in the overall plan for all children who are eligible for Pupil Premium funding. This includes the cost of two HLTAs who support Mrs Harrison (SENCo) in checking that all PP pupils are receiving their entitlement. |
| **The impact of that spending on service pupil premium eligible pupils** |
| This pupil was working at Greater Depth by the end of Year 3 in Reading, Writing and Maths. |

# 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 or recovery premium funding.* |