

# Pupil premium strategy statement

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	Pinvin C of E First School
Pupils in school	97 pupils
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	Pupil Premium £37.395 Service Children £310  Total: £37.705
Academic year or years covered by statement	2020-2023
Publish date	September 2022
Review date	July 2024
Statement authorised by	Sandra Jennings
Pupil premium lead	Jenna Greenfield
Governor lead	John Gardener

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Service children	£37.395 £310.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37.705

### Statement of intent

At Pinvin First School, 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.

As a result of a varying number of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. Comparisons between cohorts and with National data should be made with caution.

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 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:

- consistently improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in Reading, Writing and Maths compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- improve attendance for all disadvantaged pupils so that attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally.
- provide all disadvantaged pupils with the knowledge and cultural capital they need so that they succeed in life.

Key principles of our strategy plan:

We will:

1. Promote our whole school core values of JOY, HOPE, WISDOM, COMMUNITY, RESPECT and PEACE with all pupils but in particular disadvantaged pupils.
2. Assess the needs of all disadvantaged pupils.
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
4. Ensure that the most vulnerable are our priority.
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.

6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately.
7. Build in pastoral packages that ensure that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
8. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
10. Utilise staff strengths so that planned action has the biggest impact.
11. Rigorously and frequently track their progress.
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
13. Act early to intervene at the point a need is identified.
14. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
15. Ensure disadvantaged pupils are challenged in the work that they're set.

### Barriers to learning for disadvantaged pupils

Barrier Number	Barrier
1	56% Pupil Premium children are GRT
2	52% Pupil Premium on the SEND register leading to multiple barriers to learning, progress and attainment.
3	52% Pupil Premium children have identified Attendance and Punctuality issues. This reduces their school hours and has historically been a barrier to children's progress.
4	Individual and specific learning gaps are identified for children in receipt of PP preventing them from achieving ARE or above in Reading, Writing and Maths
5	40% Pupil premium children have identified Speech and Language difficulties which impact on learning. Two National Lockdowns have impacted children's start in education and educational settings.
6	Reception baseline levels for many of the Early Years Foundation Stage curriculum are below age-related expectations in Reception, particularly after a period of pre-school closures from March 2020 to September 2020 and January 2021 to March 2021.
7	In some cases, parental engagement with school for PP pupils is low (and increasingly so during the period of partial school closures in relation to accessing and supporting Home Learning). There is a need to improve understanding of how to support children; parental

	attitude to school is often influenced by their own negative experiences of school.
8	Social and Emotional barriers to learning impacting on children's holistic development. Over the two National Lockdowns SEMH is increasing.
9	Limited take up on out of school experiences and additional opportunities outside of school. which are needed to provide a rounded education and the characteristics which lead to successful employment in the future.

### Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	66 % Achieve ARE in KS1	July 2022
Attainment in Writing	66 % Achieve ARE in KS1	July 2022
Attainment in Mathematics	66 % Achieve ARE in KS1	July 2022
Phonics Year 1	25 % Reach the National threshold in the Phonics Screen	July 2022
GLD- EYFS	33% Achieve a GLD in the EYFS	July 2022
Attendance	Improve attendance of disadvantaged pupils to LA average (94.1)	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Quality Teaching

Measure	Activity	Barrier Number
A whole school approach to the explicit teaching of vocabulary by developing opportunities for oracy across the school. Subsequently, enhancing learning and enabling access to the curriculum for children in receipt of PP.	<p>-EYFS will take part in a National Oracy project.</p> <p>-Targeted support will be given from early identification of children to close the gap quickly.</p> <p>-Whole school approach of 'Word aware' to expose children to a range of new vocabulary.</p>	2, 5, 6

Children make enhanced/accelerated progress through quality first teaching as well as targeted interventions.	<p>-There will be a robust intervention program ensuring the correct skilled adults are working with these children.</p> <p>-There will be a focus on the ethos of all staff that it is everyone's responsibility to ensure quality first teaching.</p> <p>-Buy into SALT support to ensure high quality intervention for specific pupils,</p>	1, 2, 4, 6, 7
To ensure core learning skills are improved to close the gap between PP children and non-disadvantaged children.	<p>-An increase in PP children working at age related expectations at the end of each academic year.</p> <p>-PP children to be monitored and rapid recovery to be used which responds to the needs of the children who are under achieving to respond teacher</p> <p>-Teachers and leaders identify that gaps in learning in Maths and English are addressed- Pupil progress meetings,</p>	4
<p>Purchase of phonics resources to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle Letters and Sounds</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>-Targeted support for Year 2 retakes</p>	1, 2, 4, 6
Projected spending	<p>Staffing</p> <p>Resources £1000</p>	

### Targeted academic support for current academic year

Measure	Activity	Barrier Number
To improve children's social and emotional development so that children in receipt of PP will make measurable	-Pupils communicate positive engagement with the JIGSAW curriculum and its focus on Mental Health and Wellbeing	2, 5, 7

progress which will impact on outcomes for learning	<p>-Targeted 1:1 support for pupils. Resilience and well-being focus.</p> <p>-Mental Health policy developed and new SEMH pathway developed so that adults in school can provide appropriate support</p> <p>-Trained Trauma informed schools lead targeting specific support for children</p> <p>-Marvellous Me to engage parents to support their children with positive praise and rewards in school.</p>	
To continue to narrow the attendance gap between disadvantaged pupils and national for disadvantaged pupils. Therefore, closing the gap to national.	<p>-There will be a decrease in absence and improved punctuality for children in receipt of PP.</p> <p>- A large percentage of the GRT community will use the transport facilities provided to ensure attendance and punctuality.</p> <p>-Persistent absence is decreased measurably through the EWO, Attendance team and the Family Support team</p>	1, 3
Projected spending	<p>Breakfast Club £1377</p> <p>Marvellous Me £184</p>	

### Wider strategies for current academic year

Measure	Activity	Barrier Number
To ensure all disadvantaged children are able to access a range of enrichment, cultural engagement and participation than might not ordinarily be available to them.	<p>We recognise that some DA pupils have narrower life experiences than other children.</p> <p>-There will be increased participation levels for individuals in sporting events, educational visits and trips.</p> <p>-Pupil interviews demonstrate that pupils that the opportunities given to them enrich their learning and development.</p>	7, 8, 9

To subsidise places for pupils in receipt of PP at Breakfast Club	Funding for Breakfast Club allows staff to ensure that pupils have eaten breakfast and had a calm start to the day. It also supports some parents to enter the workforce. <a href="#">EEF Breakfast Club</a>	7, 8, 9
Target parents of pupils whose attendance is below 95% and formulate action plans. EWO to support with engagement.	<i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i> <a href="https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures">https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</a>  <a href="#">EEF Parental Engagement</a>	1, 3
Projected spending	Breakfast Club £1377	

### Impact 2021-2022

Aim	Outcome	Impact Reflection
Attainment in Reading	Children made good progress from starting points. Closing the gap from previous year.	26% achieved ARE across the school.
Attainment in Writing	Children made good progress from starting points. Closing the gap from previous year.	13% achieved ARE across the school.
Attainment in Mathematics	Children made good progress from starting points. Closing the gap from previous year.	30% achieved ARE across the school.
Phonics Year 1	16% Reach the National threshold in the Phonics Screen	Children who did not meet threshold will continue with support to pass Year 2 screening.

Phonics Year 2	50% Passed Retake	Children continue to receive support moving into KS2.
GLD- EYFS	% Achieve a GLD in the EYFS	
Attendance	Improve attendance of disadvantaged pupils to LA average (94.1)	Attendance 91.4% revisit attendance policy and new strategies for the next academic year.

