

Pupil premium strategy statement 22-23



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Pamphill First School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 - 2024/25
Date this statement was published	7/12/22
Date on which it will be reviewed	30/12/23
Statement authorised by	Mike Wheeler
Pupil premium lead	Mike Wheeler
Governor / Trustee lead	Zoe King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,245
Recovery premium funding allocation this academic year	£2,000
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	£9,245

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress across all subject areas regardless of the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are high attainers.

We will focus on the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and the activities in this statement are also meant to support their needs, regardless of whether they are disadvantaged or not.

This approach will not only support our most disadvantaged pupils but will also support sustained and improved progress and attainment for all pupils in school.

Our key principles follow the recommended tiered model:

High Quality Teaching

- All staff taking responsibility for vulnerable pupils' outcomes
- All staff having high expectations for achievement and progress
- Provision of high quality teaching for all pupils
- Ensuring all pupils have access to a rich and varied vocabulary

Targeted Academic Support

- intervening early when a need is identified.

Wider Strategies

- Spotting wider challenges such as attendance, including persistent absence
- Improving engagement in lessons
- Making sure that all pupils have equal access to their education especially with access to technology and curricula materials
- Ensuring the sharing of information on well being, mental health and safeguarding

Providing high quality teaching at all times is at the centre of our approach.

Our approach will make sure that pupils who are disadvantaged will be challenged in their work and that staff will be able to identify and respond early to emerging needs and challenges. We track attendance, behaviour and engagement and clear procedures allow us to continue to work in partnership with families and external partners in order to achieve the best outcomes for each of our pupils.

Challenges

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

Challenge number	Detail of challenge								
1	<p>Assessments and observations suggest that some of our disadvantaged pupils do not attain as highly in reading, writing or maths as their non disadvantaged peers</p> <ul style="list-style-type: none"> - 70% PP at ARE / 82% non PP at ARE for reading - 50% PP at ARE / 70% non PP at ARE for writing - 60% PP at ARE / 82% non PP at ARE for maths 								
2	<p>Observations and informal assessments indicate that disadvantaged pupils have less mature vocabulary than their non disadvantaged peers.</p> <ul style="list-style-type: none"> - 10 pupils require additional S&L support. The SaLT, has trained staff with specific strategies for some pupils, others we are following up support from previous assessments and others need support with regards to speaking in group situations. - Limited vocabulary choices could have a negative impact on reading, comprehension and writing - Limited vocabulary could have a negative impact on communication and interaction skills which could, in turn, impact friendships 								
3	<p>Data indicate that disadvantaged pupils have lower rates of attendance than their non disadvantaged peers.</p> <ul style="list-style-type: none"> - % of PP attendance and no PP attendance - observations indicate that disadvantaged pupils' wellbeing may be lower than that of their non disadvantaged peers - low rates of attendance could be resulting in knowledge gaps - low rates of attendance could have a negative impact on a pupil's ability to make and maintain friendships which, in turn could negatively impact on their wellbeing and behaviour - low rates of attendance and wellbeing could be having a negative impact on progress and achievement <table border="1" data-bbox="386 1375 1404 1599"> <thead> <tr> <th></th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>95.2%</td> </tr> <tr> <td>PP</td> <td>85.62% (-10.96%)</td> </tr> <tr> <td>Non PP</td> <td>96.58%</td> </tr> </tbody> </table>		Attendance	Whole School	95.2%	PP	85.62% (-10.96%)	Non PP	96.58%
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4	<p>Observations from 20/21 and 21/22 indicate that disadvantaged pupils are less likely to access curricular enrichment or extra curricular opportunities.</p> <ul style="list-style-type: none"> - curricular enrichment opportunities to be accessed at home are made available to all pupils. Some disadvantaged pupils may not have the equipment to access the online opportunities provided - Participation in extracurricular activities can increase positive wellbeing and strengthen friendships. It can also provide a wider context to in class learning. 								

5	Observations and data indicate that the behaviour and engagement of disadvantaged pupils may be impacting on their academic achievement.										
		<table border="1"> <thead> <tr> <th></th> <th>Positive (Dojos - average per pupil)</th> <th>Negatives (recorded incidents/ Y,O,R Cards - average per pupil)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>118.7 (-10)</td> <td>4.7 (3.2)</td> </tr> <tr> <td>NON PP</td> <td>128.7</td> <td>1.5</td> </tr> </tbody> </table>		Positive (Dojos - average per pupil)	Negatives (recorded incidents/ Y,O,R Cards - average per pupil)	PP	118.7 (-10)	4.7 (3.2)	NON PP	128.7	1.5
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<ul style="list-style-type: none"> - It is important to note that the attendance gap will impact the number of positive rewards - 20% of all negatives can be attributed to a very small number of pupils - Disadvantaged pupils' engagement with online learning is not as frequent as their non disadvantaged peers. 											

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
<u>Challenge 1</u> Improved reading, writing and maths attainment for pupils who are disadvantaged.	<ul style="list-style-type: none"> ● All disadvantaged pupils will have reading ages that are > or = to chronological ages ● PP achievement in reading, writing and maths equals that of their non PP peers ● Achievement for KS1 SATs will be in the top 10% nationally for PP pupils
<u>Challenge 2</u> Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> ● Foundation Stage Profile assessment will indicate improved oral language skills among disadvantaged pupils. ● Engagement in lessons, book scrutiny and ongoing formative assessment will also indicate improvement in oral language skills.
<u>Challenge 3</u> The attendance of our PP pupils will have improved and the gap between PP and non PP pupils will be significantly reduced	<ul style="list-style-type: none"> ● PP Attendance > PP National averages for Primary ● PP Persistent absence < PP National averages for Primary ● The gap between PP and non PP attendance and persistent absence will be <1%
<u>Challenge 3</u> Data show that all PP pupils feel happy and safe in school and that behaviour / engagement logs show increased resilience for all pupils.	<ul style="list-style-type: none"> ● Children are happy and feel safe in school - questionnaire. Sustained high levels of wellbeing as indicated by: <ul style="list-style-type: none"> ● Qualitative data from student voice, student and parent surveys and teacher observations ● Increased engagement in lessons.

	<ul style="list-style-type: none"> • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • Pupils are able to self-regulate successfully
<p><u>Challenge 4</u></p> <p>All children are able to have access to curricular enrichment and extracurricular activities.</p>	<ul style="list-style-type: none"> • Data show that PP participation in extracurricular activities > or = to non PP participation • 100% of PP pupils have access to appropriate technology for use at home • 100% of PP pupils will have the equipment to participate in technology
<p><u>Challenge 5</u></p> <p>There will no longer be a disparity between the behaviour and engagement of PP pupils and their non PP peers.</p>	<ul style="list-style-type: none"> • Dojos for PP will > or = that of their non PP peers • Negatives will be < that of their non PP peers • Engagement observations will show 100% engagement in all lessons for all pupils

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage in planned CPD using the Walkthrus programme	EEF professional development click here The use of video, such as Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff to review their own and reflect on others' actions in the classroom.	1 and 2
Embedding the Unlocking letters and sounds phonics programme.	EEF phonics click here 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:	1 and 2

Pre-teach and scaffolding training for teachers and teaching assistants.	<p>EEF evidence based strategies click here</p> <p>Effective scaffolding ensures success for all learners. Pre-teaching will allow pupils to participate with increasingly mature vocabulary, particularly with subject specific vocabulary.</p>	1, 2 and 5
Embedding dialogic activities across the school curriculum.	<p>EEF Oral language interventions click here</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>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	1, 2 and 5
Further development of our mixed age maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>DfE Maths KS 1 and 2 guidance click here</p> <p>Using this to support our long term, medium term and short term planning to ensure that the most important elements underpinning the curriculum are taught at the right time and to ensure consistency and continuity.</p> <p>EEF Improving maths KS2 and 3 guidance click here</p> <p>These eight recommendations will be embedded into the teaching of maths to ensure that there is appropriate support and challenge in all lessons</p>	1 and 5

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

Budgeted cost: £3745

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition led by qualified teacher	<p>EEF 1:1 tuition click here</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months'</p>	1,2 and 5

<p>1:1 year 1 and year 2 phonics tuition Year 2 Small Group (2 pupils) Phonics and Spelling tuition</p>	<p>progress on average. Short, regular sessions for up to ten weeks, appears to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>EEF Small groups click here</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective.</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.</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EEF phonics click here</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1,2 and 5</p>
<p>Small group / 1:1 Spelling and Reading Support for those who require further intervention</p>	<p>EEF reading comprehension click here</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF improving literacy click here</p> <p>Recommendation 6 suggest that the explicit teaching of spelling strategies will improve literacy.</p>	<p>1 and 2</p>
<p>Precision Teach 1:1 for reading, spelling and maths towards automaticity</p>	<p>Precision Teaching research click here</p> <p>Precision Teaching improving reading click here</p> <p>Precision Teaching improving maths click here</p> <p>Precision Teaching improving word reading skills click here.</p> <p>The sue of precision teaching is well documented to have high impact,</p>	<p>1,2 and 5</p>

	particularly with literacy skills but also with maths.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a funded breakfast club for some identified families to provide a settled start to the day with good nutrition	EEF breakfast clubs click here The evidence suggests that providing a funded breakfast club can help to encourage pupils arrive in school on time and ready to learn at the start of the day. It also allows for pupils to eat before they start school.	3,4 and 5
Provide support to access equipment, uniform, educational enrichment opportunities as required for eligible individuals / families.	EEF Parental engagement click here Support given to parents to ensure home learning is of high quality can impact progress. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than asking parents for generic engagement	3, 4 and 5
Work with targeted families to increase parental engagement with pupils' academic progress.	EEF Parental engagement click here The average impact of the parental engagement approaches is on average an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	3, 4 and 5
Provide financial support to ensure access to residential visits, educational visit costs and access to externally provided clubs	EEF Physical activities click here The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. EEF Arts activities click here Overall, the average impact of arts participation on other areas of academic learning is approximately an additional three months progress. Improved outcomes have been identified in	1, 3 and 5

	English, mathematics and science. Benefits have been found in both primary and secondary schools	
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Total budgeted cost: £9245

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We collected the following data to understand the progress of our children and highlight their needs accurately:-

- Test base end of year assessments for Y3&Y4.
- Foundation Stage Profile
- SATs question papers for Y2.
- Phonic screen scores
- Star reader and Salford reading ages

As evidenced in schools across the country, the previous COVID school closures were most detrimental to our disadvantaged pupils, and they were not able to benefit from our planned pupil premium funded improvements to teaching and targeted interventions. During the pandemic, we continued to provide a high quality curriculum to all children whether learning remotely or those learning in school during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our investment in Bug Club online and Sumdog. However, the impact of this lost learning is still prevalent and we are ensuring that rapid progress is at the forefront of our teaching.

Results for PP phonics testing in year 1 showed an improvement in phonic knowledge that we continue to build on.

There is still a gap between PP and non PP pupils for attainment and progress and we continue to work on this for year 22/23 and beyond.

Attendance rates for PP pupils still remain low and this is reflected in challenge 3 above. Attendance can have a negative impact on academic achievements, social learning and pupil wellbeing and observations would support that this is the case at Pamphill, We continue to provide support for attendance and wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider