

Pupil Premium Statement 2022 – 2024

Pollington – Balne CE Primary School

This statement details our school's use of pupil premium (and recovery premium, for the 2022 / 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	6/122 4.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/ 2023 2023 / 2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	<i>Katherine Rawes, Headteacher</i>
Pupil premium lead	<i>Rachael Foster</i>
Governor / Trustee lead	<i>Anna Laycock - Brown</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x6 = £8070 21/22 £1385x6 = £8310 22/23
Recovery premium funding allocation this academic year	£1500.00
Pupil premium (and recovery premium) funding carried forward from previous years	0%
Total budget for this academic year	£9810.00

Part A: Pupil premium strategy plan

Statement of intent

Pollington – Balne CE Primary School Pupil Premium

Our Intent:

All members of staff and the governing board accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. "It is vital that schools get this right." Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Overcoming barriers to learning and reducing social inequality is at the heart of our pupil premium grant use.

We understand that needs and costs will differ depending on the barriers to learning being addressed for each individual. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate funding accordingly with the limited budget. In order to decide on best use of funding we consider research conducted by the EEF to guide our decision making.

Our priorities are as follows:

- We ensure that teaching and learning opportunities meet the needs of all the pupils including the most vulnerable, (including PP)
- We ensure 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
- In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognize that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means

that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils needs, so that they are fully aware of the strengths and weaknesses across the school.

Achieving the Objectives

The range of provision the governors consider making for this group include and would not be limited to:

- Improving whole school teaching approaches through CPD and coaching for both teachers and teaching assistants.
- Additional small group or 1:1 teaching and learning opportunities provided through trained Tas
- Support the funding of specialist learning software such as licences for Nessy and NELI etc.
- Provide social emotional support to support activities to improve behaviour, engage and promote school values and thus enhance learning. E.g. ELSA, Forest School
- Support for transition into EYFS, from primary to secondary and transition internally.
- To extend PE provision by incorporating Sensory Circuits provision.
- Support activities to improve engagement and reduce incidents of inappropriate behaviour

All our work through the pupil premium will be aimed at developing more access to stronger learning and accelerating progress, aiming to move pupils closer to age – related expectations and beyond.

This is not an exhaustive list and it may change in order to continue to meet the need of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	To continue to track vulnerable pupils, including PP, to ensure accelerated progress is made and children are narrowing the attainment gap on their peers. In year assessments throughout school indicate that attainment is lower for disadvantaged children compared to non-disadvantaged pupils:

	Maths Year 3 Disadvantaged pupils EXS+= 33% Maths Year 3 Non - disadvantaged pupils EXS+= 90% Reading Year 3 Disadvantaged pupils EXS+= 33% Reading Year 3 Non - disadvantaged pupils EXS+= 90% Writing Year 3 Disadvantaged pupils EXS+= 0% Writing Year 3 Non - disadvantaged pupils EXS+= 90% Maths Year 4 Disadvantaged pupils EXS+= 50% Maths Year 4 Non - disadvantaged pupils EXS+= 87% Reading Year 4 Disadvantaged pupils EXS+= 50% Reading Year 4 Non - disadvantaged pupils EXS+= 87% Writing Year 4 Disadvantaged pupils EXS+= 50% Writing Year 4 Non - disadvantaged pupils EXS+= 87%
2	Through our assessments, observations and discussions with pupils and families it has been identified that many pupils suffer from mental health difficulties, including social and emotional difficulties (friendship issues, family issues and anxiety). These challenges particularly affect disadvantaged pupils, including their attainment. Staff are aware of signs and symptoms of issues and support that is needed, resulting in referrals being made quickly in order to offer tailored support. Through discussion with families, equality is an ongoing difficulty, families face ongoing financial difficulties, especially with the impact of the Corona virus pandemic.
3	Our attendance data over the last year indicates attendance among disadvantage pupils has been lower than for non-disadvantage pupils. Disadvantaged pupils(inc SEND)= 90.30% Non- disadvantaged pupils (inc SEND) = 93.60%
4	The majority of Pupil Premium children also have SEND and this impacts further on their progress and attainment. Pupil premium children with SEND = 83.3% Pupil Premium children without SEND = 16.7%

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
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Improved oral language skills and vocabulary among disadvantaged pupils beginning their school journey at our school.	Assessments, small group interventions and observations indicate improving oral language skills among our youngest disadvantaged pupils. This will be evidenced when triangulated with other sources of evidence, including peer on peer interactions, formative assessment and vocabulary choices made.
Progress in reading – including early reading. To accelerate progress in reading, including phonics, so pupils narrow the gap between their peers 2/6 to reach EXS+	For children to make good and better progress from their starting point every year. This will be evidenced through careful tracking and assessing of Phonics, reading book stages, Scholar Pack, NFER tests, past KS1 and KS2 papers and the Birmingham Toolkit.
Progress in Writing To accelerate progress in writing (including handwriting and spelling) narrowing the gap between their peers 2/6 to reach EXS+	For pupils to make good and better progress from their starting point every year. The evidence will be collated using a range of assessment criteria: Scholar Pack, NFER tests, SATs past papers, Birmingham Toolkit, internal teacher assessment – moderated with other schools.
To accelerate progress in mathematics and narrow the gap between their peers. 2/6 to reach EXS+	For pupils to make good and better progress from their starting point every year. The evidence will be collated using a range of assessment criteria: Scholar Pack, NFER tests, SATs past papers, Birmingham Toolkit, Whiterose Maths unit assessments.
To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils All above 90%	Attendance of disadvantaged children is improving and is closer to or at or above 96% and PA is above 90% Sustained high attendance from 24 / 25 demonstrated by: The overall absence rate for all pupils being no more than 5% Attendance for disadvantaged children will be in line with non-disadvantaged children.
To improve attitudes to learning	Increasing the percentage of engagement in lessons to 100% Children demonstrate an awareness and understanding of metacognition. Reduction of behavioural incidents through internal tracking.
Pupils in receipt of social, emotional health	Sustained high levels of well-being demonstrated by: qualitative data (student voice, student – parent questionnaires, teacher observations)

support to sustain improved well - being	
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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: **£2695.45**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER assessment materials NFER assessments: £931.08 RWI learning materials: £128.12	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF guide to Pupil premium – tiered approach – teaching is the top priority. Through QLA, teachers can identify the gaps and the difficulties in detail and tailor a specific intervention / small group activity to vulnerable children, including disadvantaged children	1, 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. RWI training: £1,256.25 RWI phonics online: £230.00	Consistent approach for every child of the teaching of daily, quality first phonics teaching, enables a positive impact on the accuracy of word reading.	1,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	1, 4

Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
Whiterose Maths: £150.00		

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

Budgeted cost: **£14828.48**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to take small groups for additional teaching in speech and language, reading, phonics, writing and mathematics.	Making the most effective use of the assessments to further develop children's skills and understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies High quality teaching is the most important factor to improve outcomes for children. It is important to ensure, when teaching assistants are delivering support, it does not reduce the high – quality interactions with their classroom teacher both in and out of class. T.A's will be trained in the delivery.	1,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,4
To support the acceleration of progress in spelling: Nessy £280.00 22/23	To support with the regular practise of spelling: https://helenarkell.org.uk/documents/files/Evaluating%20Impact%20UK.PDF	1,4
ELSA worker to support children £2850.48	Social and Emotional Learning (SEL) – interventions which target SEL seek to improve children's interaction with others and self – management of emotions, rather than the focus being on the cognitive elements of learning.	2,3

	ELSA interventions may focus on the ways in which children work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at children with particular SEL needs. Evidence: case studies and self – esteem questionnaire	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£1800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Provided by the Behaviour Inclusion Service, East Riding Council) Ann Foxley Johnson (Bullying Alliance) Engaging in Anti – Bullying fortnight	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,4
Family liaison through ELSA, SEND manager, SLT (parent and child) Well-being meetings to enable SLT to track attendance, identify barriers and act rapidly to support children. Headteacher to meet half termly with Education Welfare Officer from the ERYC to discuss attendance and action support as needed.	EEF (+2 months) Mentor link with the family to monitor children's attendance, sign post parents to support or to events in school that can support their child's learning at home. Weekly mentor – child check - in's to discuss any concerns and celebrate successes – 100% attendance for example. We define parental engagement as the involvement of parents in supporting their child's academic learning. It includes: • General approaches which encourage parents to support their children with reading or	2,3

	homework – for example; • Involvement of parents in their child's learning activities and • Encouragement and engagement re: attendance Evidence: improvement in attendance Improving scale of how a child feels about school	
Additional learning outside of the classroom Sensory circuits Forest School £1800	EEF (1+ month) Access for some children to additional physical activity – PE and Forest School. This is to increase learning and practise in self - regulation in social situations.	All
Engaging with Booster sessions for pupils who have been most impacted by the pandemic	EEF (4+ months) Small group intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4

Total budgeted cost: £19,323.93

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The close working relationship between our SENCo, ELSA, SLT and teaching staff, with our families has enabled strong lines of communication to grow, between 'the school' and it's families. ELSA time is both timetabled and on an 'ad-hoc' basis in order to meet the needs of our vulnerable children.

With the developing and embedding of the Read Write Inc phonics programme, staff have been trained effectively and the results have a continued positive increase. Y1 = 95%

Most children made the expected progress in phonics, having established a targeted support programme.

The launch of metacognition has seen children use the language to explain their thinking and develop resilience to challenges, particularly in mathematics for reasoning and problem-solving activities.

Our assessments and observations indicated that children's behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. During lockdowns, technology was provided for those who were home schooling to ensure they could access high-quality lessons throughout.

The development of our writing journey has seen a positive impact on the standard of writing across all key stages. Teaching staff use high quality texts and provide learning activities to explore features of a particular genre of writing before completing a shared write and then an independent write. The writing journey provides a greater exposure to a wider range of text types supporting disadvantage learners.

Externally provided programmes

Programme	Provider
Read, Write, Inc.	Ruth Miskin
Nessy	Nessy Learning Programme
NELI	Nuffield Early Language Intervention
National Tutoring Programme	
Forest School	Woodland ExpLAURA