

## Pupil premium strategy statement-Year 2

This statement details our school's use of pupil premium for the 2022 to 2023 academic year 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	Padbury CE School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	LGB
Pupil premium lead	Lucy McFarlane
Governor / Trustee lead	Hannah Grace

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,965
Recovery premium funding allocation this academic year	£2,000
<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	£19,965
Pupil premium funding allocation this academic year (2022/23)	£15,875

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers faced to learning for our disadvantaged pupils are:

- Lack of opportunity outside of coming to school.
- Limited support academically at home.
- Weak language and communication skills.
- Complex family situations which prevent children from flourishing.
- Lack of access to ICT provision to access home learning platforms.
- Impact of school closure due to Covid 19.

There is no 'one size fits all' approach as the challenges are varied and in a small school, often unique to individuals and their families.

At Padbury CE School it is our intention:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates from their starting points.
- To support children with their health and mental wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate funding to support any pupil or pupils the school has legitimately recognised as being socially disadvantaged.
- Pupil premium will be allocated on a needs analysis which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring the quality of teaching experienced by all children is good.
- Effective deployment of support staff to support all children in whole class, group work and 1:1 where appropriate.
- 1:1 support from teaching assistants where appropriate for individual needs.
- Support payments for activities such as residentials, visits, attending extracurricular clubs.
- External professional support from cognition and learning to support diagnosis and support for teachers in adapting provision to match need.
- External support from play therapist to meet emotional and social needs identified.
- Behaviour support where required.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, writing and maths.
2	To ensure children make good progress in phonics and early reading.
3	Attainment gap in achieving greater depth in reading, writing and maths.
4	Behaviour difficulties as a result of difficulties in regulating emotions.
5	Supporting children who need emotional support in order for them to be able to learn effectively.
6	Parental engagement in supporting learning from home.

## 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
Progress in reading -KS2	All PP children will make expected or better progress in reading-KS2 Review yr1: 78% at ARE Nov 22
Progress in writing	All PP children will make expected or better progress in writing. Review yr1: 64% at ARE Nov 22
Progress in maths	All PP children will make expected or better progress in maths. Review Yr1: 64% at ARE Nov 22

Progress in phonics and early reading- EYFS and KS1	<p>All children pass phonics check in yr1 in 2022 and achieve expected or better progress from starting points.</p> <p>Review: 100% passed phonics check June 2022</p>
Achieve greater depth in reading	<p>Achieve national average for greater depth reading in KS2 progress scores</p> <p>Review: 1/13 children GDS reading</p>
Achieve greater depth in maths	<p>Achieve national average for greater depth maths in KS2 progress scores</p> <p>Review: 2/13 children GDS maths</p>
Children needing play therapy support, receive it. Children understand and use the Zones of regulation.	<p>Children able to describe and explain emotions to an adult at key points without hurting others.</p> <p>Review: Play therapy complete for children. Children able to use strategies.</p>
Increased participation from home in supporting learning	<p>Targeted families show increased participation in children learning.</p> <p>Review: Work with Family Support Services supporting families in wider context.</p> <p>1:1 tutoring for 1 pupil helping close attainment gap.</p> <p>Increased participation in parents evening for all children.</p>

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: £12.250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training in new phonics provision in EYFS/KS1 for teachers and TAs. (£4000 Funded from surplus)</p> <p><i>Yr2-Percentage of Annual cost of LWLS (£250)</i></p>	<p>While the teaching of phonics at school has been good and results historically strong for all children, new teachers to school and teaching assistants need training in scheme which is validated by DfE.</p> <p>This will allow children to receive effective, structured and carefully sequenced lessons in small groups, organised by outcomes from assessments.</p> <p><i>100% pass rate in 2022 shows effectiveness of scheme. Need to continue delivering scheme and keep up catch up sessions as new cohort will need additional support.</i></p>	1, 2
<p>Ongoing CPD for teachers in reading, writing and maths from the Trust to deliver high quality teaching (Free)</p>	<p>EEF guide to Pupil Premium-Quality first teaching is top of the tiered approach key to effective learning and needs to be kept up to date and reviewed as changes to pedagogy/approach change.</p> <p>New teachers to Padbury this year will need training throughout year to support effective delivery.</p> <p><i>This will be continued. Focus this year on SEN- inc Autism, focus on a disadvantaged project and effective assessment while reducing workload.</i></p>	1.2.3
<p>Additional TA support (TA) in Beech class where needs of pupils identified as priority. (LAC) (Est 2,000)</p>	<p>EEF-tiered approach to support smaller group teaching. Focus on overlearning and revision of work covered to allow all children to keep up.</p>	1,2,3

	LAC child no longer at school. Extra TA time here not required.	
<p>Additional M6 teacher to support children in Beech- 3x mornings for two terms (Est: £7,600)</p> <p><i>M6 teacher 4x mornings for the year (£22,048 total. £9,000 taken from PP, the rest from Surplus )</i></p>	<p>EEF-Quality first reaching alongside smaller groups. This will enable focussed teaching to meet specific needs of academic and behavioural/developmental needs in class for a fixed term.</p> <p><i>This was hugely successful so have moved to 4 mornings each week for the year. This will enable all KS1 children to secure and make accelerated progress sin small groups including the PP children in both yr1 and yr2.</i></p>	1,2,3,4
<p>Induct and support Early careers teacher in her induction period effectively.</p>	<p>CPD- ensuring time for ECT and mentor to meet/plan/share and train together to support effective teaching and learning</p> <p><i>ECT passed yr1. Support continues into yr2 from mentor and subject leads to continue to develop effective teaching and learning consistently.</i></p>	1,2,3,4,5
<p>Mentoring of new staff/ side by side approach.</p>	<p>Paired teaching builds on side-by-side approach model to improve the quality of teaching and outcomes for all children.</p> <p><i>Continuing into yr2.</i></p>	1,2,3,4,5

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

Budgeted cost: £3927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision monitoring (£324-1 TA 1 hour x20 weeks)</p> <p><i>Yr2 -£850 (Half of total cost.) £1701 to be split between PP/SEN budgets</i></p>	<p>EEF-1:1 targeted support. Focused timed interventions that show pre-task and post task scores show progress of pupils.</p> <p>Evidence from progress made last year with this intervention proved successful in securing number bonds, times tables knowledge and spelling patterns has dictated why this intervention is successful to repeat again.</p> <p>1x TA weekly to run sessions in KS2</p> <p><i>This has been effective in securing progress for individuals. We have increased this provision to 3x weekly for greater impact</i></p>	1,2,3

<p>Small group intervention (£324-1 TA 1 hour x20 weeks)</p> <p>(£405 for yr2 with additional weeks)</p>	<p>EEF-Collaborative group work. Shown to be effective in identifying small groups of children with similar needs who need some additional input and time to embed key concepts and skills.</p> <p>2xTA intervention sessions after school with maths focus.</p> <p>Purchase of intervention support</p> <p>This was effective in that all children receiving support reached ARE in maths in 2022.</p> <p>Interventions continuing with selected PP pupils in new cohort 2022/23. Starting in Autumn term so 25 weeks of support in maths, then writing.</p>	1,2,3
<p>SOS spelling (£672 1 morning of TA 1xweekly for 20 weeks)</p> <p>SOS spelling (£672 1 morning of TA 1xweekly for 20 weeks)</p>	<p>EEF-Multisensory approach to spelling effective in securing knowledge of words into long term memory.</p> <p>Continue alongside introduction of No Nonsense spellings to broaden spelling strategies.</p>	1,2,3
<p>'Keep up' phonics support programme (Funded from surplus)</p>	<p>DfE-Little Wandle Letters and Sounds shows how additional phonic booster sessions daily can help children 'keep up' and make good progress in phonics.</p> <p>Continuing keep up catch up sessions daily with existing TA support</p>	1,2,3
<p>Purchase of 'Doodle' app to support English and maths skills (Funded from surplus)</p> <p>Coaching for specific PP children in Spring term 2023 (£2000)</p>	<p>Accredited programme to support all children at home with additional support for disadvantaged children daily at school.</p> <p>Continue and introduce online coaching for disadvantaged pupils needing to make rapid progress.</p>	1,2,3

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

Budgeted cost: £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy to support individuals with needs	Play therapy shown overtime to have positive effects on pupil's self-esteem and	3,4

<p>(3 x 12-week sessions- £1620)</p>	<p>self-belief. In turn this has shown to enable pupils to achieve greater outcomes in class as a result of securing their confidence. Observations have shown increased concentration and focus on tasks and pupil interviews have shown how much children value the time and space that play therapy gives them.</p> <p>No longer a need to run play therapy for PP pupils in 2022/23 but will reintroduce if needs change. Current PP pupils who would benefit have had sessions and therapist has completed work with them so that they have strategies to manage self and emotions. School supporting embedding these.</p>	
<p>Zones of regulation for children and parents (Free)</p>	<p>Leah Kuypers research into this systematic cognitive behavioural approach shows children are able to access and discuss their emotions more readily through the use of the colour zones. They have a greater understanding of how they feel. It allows them to understand all emotions are ok and therefore allows them to manage and regulate them more easily while feeling more confident.</p> <p>Zones in place for all children with more specific focus on children where need is greater and they have daily/weekly 1:1 sessions</p>	<p>3,4,5</p>
<p>Parental meetings to encourage and support learning at home (Free)</p>	<p>EEF: Parental engagement Good parent: school relationships are vital for all children but need to be nurtured more with hard-to-reach parents. Strategies for achieving this include breakfast meetings/phone calls home</p> <p>Strong relationships in place between school and home. Additional support for Family Support service has supported harder to reach families to engage more readily. Workshops on reading, writing, maths, online safety all taken place Autumn 2022.</p>	<p>3,4,5</p>
<p>Professional support- Cognition and learning x3 (£1200)</p>	<p>Diagnostic reports with Professional support where concerns over specific learning difficulties arise will support pupils and teachers in planning to meet needs. Support provided reports for 2 children</p>	<p>1,2,3,4,5</p>



	which has enabled teachers to plan for their needs more closely.	
Provision of lunchtime extra-curricular sports activities to provide high quality game and activities to engage pupils  <i>£1000</i>	This structured and supervised provision helps to engage pupils and keep them physically active improving wellbeing and mental health. As a result behaviour issues are kept to a minimum and pupils are able to return to class ready for learning  <i>Continue. This benefits all children, including disadvantaged pupils.</i>	1,2,3,5
Provision of enrichment activities, trips, visitors and residential trips, music lessons  <i>£500</i>	Enrichment days, visitors, visits and trips are linked to the curriculum, this enables pupils to receive first-hand experiences to support learning in the classroom.  All key stage 2 pupils are offered the opportunity to learn to play an instrument. This helps to develop confidence and promotes health and wellbeing. "Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum." EEF  <i>All FSM pupil premium pupils have access to all the opportunities either with all costs being met by the school or a percentage of cost being met depending on activity and parent capacity.</i>	1,2,3,4,5

**Total budgeted cost 2021 22: £18,877**

*Total budgeted cost 2023 23: £15,877*