



**Slaley First School**

# **Pupil Premium Strategy Statement 2021-2024**

*Nurturing Ambitious Individuals*



Slaley First School

# Pupil Premium Strategy Statement 2021-2024

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	Slaley First School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	1 <sup>st</sup> September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Headteacher
Pupil Premium Lead	A Hayward

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5,540
Recovery premium funding allocation this academic year	£1,337
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£6,877</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

### Statement of intent

**8.5% of pupils are eligible for Pupil Premium Funding this academic year (2022/23)**

At Slaley First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education and enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- Remove barriers to learning created by family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to attain their full potential and enable them to access the breadth of the curriculum
- Communicate effectively in a wide range of contexts
- Enable pupils to develop their social and emotional wellbeing and to develop resilience

At Slaley First School, we truly believe that every child should be successful. Our overall aim is for all children to shine and be given the opportunity to exceed expectations. The relentless drive to improve standards and the high expectations we have of each other will enable our children to exceed their potential.

Slaley First School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, religion, disability and background. We pay particular attention to the provision for and achievement of all in our school policies and plans.

Our own baseline information does show that some children enter nursery attaining below ARE. This academic year, due to the impact of Covid-19, we have seen a particular increase in children who have had less socialisation prior to starting Nursery. These children must remain a priority for us as a school. The targeted and strategic use of pupil premium will support us in achieving our vision. We are well aware of which children are vulnerable and have carefully considered the challenges some children may face daily.

High-quality teaching is at the heart of our approach, with a focus on areas in which meet the needs of ALL children. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Based Tutors for pupils whose education has been worst affected.

## Challenges

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

Challenge Number	Detail of Challenge
1	Gaps in Key Areas of Learning - Reading / Writing / Maths A proportion of pupil premium children are on the SEN register and require additional support to address identified learning needs. There are a range of issues linked to reading/writing/maths.
2	Relationship / social / emotional issues Pupils' social and emotional wellbeing - pupils need to improve their ability to get along with others and to take their needs into account
3	Comprehension difficulties (reading / language) Some children need to improve speech and vocabulary development, social skills, exposure to number, physical development and understanding of the wider world. This has been further impacted by the pandemic.
4	Attendance Issues Low attendance for some individuals needs close monitoring to ensure that children are in school whenever possible, accessing all learning opportunities.

## 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 Outcomes	Success Criteria
Accelerated Progress in writing	Good levels of progress from individual starting points in line with national average
Accelerated Progress in reading	Good levels of progress from individual starting points in line with national average
Accelerated Progress in maths	Good levels of progress from individual starting points in line with national average
Improved Emotional resilience	Improved emotional regulation / effective friendships
Improved comprehension of language	Greater understanding of spoken language and comprehension when reading
Improved Attendance	Improved attendance for individuals whose attendance is a concern

## 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.** - Budgeted cost: £ 1,560

Activity	Evidence that supports this approach	Link to challenge Number
Whole school focus on quality of teaching through effective ECT training / monitoring / comprehensive observation of staff / phonics training programme	Investment in professional development is key to effective teaching and learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> Ensuring an effective teacher is present in every class and that teachers / TA's are every improving	1,3
Maths and reading initiatives and subscriptions  'Free readers' are banded NFER summative assessments Phonics Tracker Subscription 'Sounds-Write' progressive phonics scheme Letter-join subscription Intervention staffing costs	Children do not simply just 'become' readers and engagement is not possible if children struggle with the basic mechanics of reading.  The EEF considers phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it  Fluency and enjoyment are the result of careful teaching and frequent practice – RT Hon Nick Gibb <b>'The Reading Framework.'</b> January 2022	1,3
Mindfulness Clubs  Curriculum (RHSE) To promote mental health / healthy friendships	EEF found that pupils self-reported physical health improved ( <a href="https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published">https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published</a> )	2

**Phonics tracker £192**

**Sounds-Write Training - £1,600**

**Staffing Costs £1947.5**

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

Budgeted cost: £

Activity	Evidence that supports this approach	Link to challenge Number
<p>Staff deployment and targeted interventions support for targeted pupils</p> <ul style="list-style-type: none"> <li>Recovery Premium Grant</li> <li>School led tutoring</li> </ul>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum is likely to be an essential ingredient of an effective pupil premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p>	1,2,3
<p>NELI Training (£95) and resources (£495)</p> <p>S&amp;L Intervention</p>	<p><b>The reading Framework Jan 22</b></p> <p>'A wide spoken language gives them more that they can write about and more words for what they want to say. Their expressive and receptive language develops through talk and listening.'</p>	1, 3
<p>Small group work and 1-1 support during and in addition to lessons</p>	<p>Ensuring that children are reading books at an appropriate Level and within direct correlation to the units they are working on within phonics</p> <p><b>'Decodable' books and other texts make children feel successful from the very beginning. They do not encounter words that include GPCs they cannot decode. If an adult is not present, they are not forced to guess from pictures, the context, the first letters of a word or its shape'</b> Reading Framework January 22</p>	1, 3

**NELI Training and Resources - £590**

**Staffing Costs £1947.5**

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

Budgeted cost: £

Activity	Evidence that supports this approach	Link to challenge Number
<p>Mindfulness Clubs</p> <p>Curriculum (RHSE) To promote mental health / healthy friendships</p>	<p>EEF found that pupils self-reported physical health improved (<a href="https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published">https://educationendowmentfoundation.org.uk/news/healthy-minds-analysis-of-health-outcomes-published</a>)</p>	2
<p>'Inamojo' wellbeing programme</p>	<p>'Feeling safe and grounded in social situations'</p> <p>Inamojo' website</p>	2
<p>Attendance Incentives/ Meetings</p>		4

**Total budgeted cost: £ 600**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020-2021. However, below indicates a Summary of Teacher Assessment Outcomes as at the end of Summer 2021

#### Reading

	Reception				Year 1				Year 2				Year 3				Year 4			
%	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND
>EKS	50%	0%	55%	0%	80%		80%		50%	0%	55%	0%	66%	100%	60%		60%	66%	57%	0%
On track	90%	100%	89%	0%	80%		80%		90%	100%	89%	67%	100%	100%	100%		100%	100%	100%	100%
Below ARE	10%	0%	11%	100%	20%		20%		10%	0%	11%	33%	0%	0%	0%		0%	0%	0%	0%

#### Writing

	Reception				Year 1				Year 2				Year 3				Year 4			
%	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND
>EKS	30%	0%	33%	0%	60%		60%		50%	0%	55%	0%	50%	100%	40%		40%	33%	57%	0%
On track	90%	100%	89%	0%	80%		80%		70%	0%	78%	0%	100%	100%	100%		80%	100%	71%	50%
Below ARE	10%	0%	11%	100%	20%		20%		30%	100%	22%	100%	0%	0%	0%		20%	0%	28%	50%

#### Maths

	Reception				Year 1				Year 2				Year 3				Year 4			
%	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND	All	PP	Non-PP	SEND
>EKS	40%	0%	44%	0%	60%		60%		60%	0%	66%	0%	66%	100%	60%		40%	0%	57%	0%
On track	90%	100%	89%	0%	100%		100%		70%	0%	77%	0%	83%	100%	80%		90%	100%	86%	50%
Below ARE	10%	0%	11%	100%	0%		0%		30%	100%	23%	100%	17%	0%	20%		10%	0%	14%	50%

NB – PP (YR 2 = 1 child)

Aim	Outcome
Development of Speech and language Participating in Speech and Language Therapy Programme	Accelerated Development of Speech (100% of PP children on track (YR R / 2 / 3/ YR4) within reading in Summer 2021)
To develop the delayed development of accurate pronunciation of sounds	
Provision of uniform/necessary clothing	Inclusive practice, full access to EYFS Curriculum

### 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
Sounds write	Sounds Write – First Rate Provider
NELI Programme	Oxford University Press

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A