

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	
School name	Puddletown First School
Number of pupils in school	148 – 2021/2 137 – 2022/3 138 - 2023/4
Proportion (%) of pupil premium eligible pupils	17 pupils 21/2 17 pupils 22/23 18 pupils 23/24
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	First published September 2021 Reviewed format October 2022
Date on which it will be reviewed	Sept 2024
Statement authorised by	A Seal
Pupil premium lead	A Seal
Governor / Trustee lead	L Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28 223 – 2021/2 £33 705 – 2022/3 £28292 - 2023/24
Recovery premium funding allocation this academic year	£11 520 – 2021/2 £0 - 2022/3 £0 - 2023/24

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£39 743 – 2021/22 £33 705 – 2022/23 £28292 - 2023/24

Part A: Pupil premium strategy plan

Statement of intent

***We care enough to try our best in all we do because we are wonderfully made:
made to love,
made to flourish,
made to be unique***

We recognise that not all children who are in receipt, or have been in receipt of Pupil Premium funding are disadvantaged. Similarly not all children who are disadvantaged are registered or qualify for Pupil Premium funding. We therefore use our funding to help support **all** children to reduce the impact of disadvantage.

We recognise that pupil disadvantage can take many forms and that securing good outcomes requires care and vigilance from all staff.

Whilst the Pupil Premium funding can help support our children by reducing the obstacles for them to flourish we also need to provide children with the tools and attitudes to meet and conquer adversity.

Challenges

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

Challenge number	Detail of challenge 2021/22 – in black 2022/23 –in purple 2023/24 - in green
1	<p>The impact of Covid-19 on the pupil’s well-being, pupil resilience, independence, managing of emotions. The children emotional readiness to learn</p> <p>Assessments, observations and professional discussions indicate that some pupils require emotional and social support to enable them to fully access the learning opportunities. Children exhibiting dysregulation and anxiety are not well placed to be effective learners.</p> <p>This continues to be an ongoing need.</p>
2	<p>Securing good early outcomes for communication and language for our children, especially where the restrictions placed upon families due to Covid-19 may have had a negative impact</p> <p>As a school we place importance on securing good outcomes for CL by the end of EYFS as they underpin future academic attainment. We recognise that whilst the children are no longer subject to Covid restrictions the impact of them in their early years will still be significant.</p> <p>This continues to be an ongoing need.</p>

3	<p>Managing the impact of poor attendance for identified children when compared to children with good attendance</p> <p>Using attendance data from Aspire we can see that whilst persistent absence is below the National Average it has doubled from the pre Covid figure. Persistent absence will affect pupil outcomes for those children adversely</p> <p>Both persistent absence and general absence in PP cohort is below national averages in 22/23 (11% school 19% national) and 23/24 to date 12% school 16% national to date)</p>
4	<p>The impact on the pupil's academic attainment, in particular reading of both background and Covid restriction experience</p> <p>Whilst children identified in school as vulnerable make progress in line with their peers not all these children achieve an ARE. In addition some children are identified with additional educational needs. We aim to ensure that these children are not further disadvantaged by excessive classroom withdrawal and are able to learn in line with their peers.</p> <p>13/15 pupils in 23/24 cohort are PP and also have SEND need.</p>
5	<p>Ensuring children facing disadvantage are able to fully access the opportunities within school</p> <p>The current financial situation is putting additional pressure upon families we need to ensure children facing disadvantage are able to fully access the opportunities within school</p> <p>This continues to be an ongoing need.</p>

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
<p>Pupils well-being and emotional management is secure for all our children</p> <p><i>We care enough to try our best in all we do because we are wonderfully made: made to love, made to flourish, made to be unique</i></p>	<p>Added for 2022/3</p> <p>Added 23/24</p> <p>Children whose well-being and emotional self-management is vulnerable are identified by staff</p> <p>The school have a range of support and specific interventions available to the children; ELSA, Trick Box, I Can Problem Solve, Trauma Informed School, the Hamish and Milo programme to support all children and in particular the identified children are better able to self-manage their emotions and behaviours.</p>

<p>All pupils regardless of background are able to achieve in line with their peers</p> <p><i>We care enough to try our best in all we do because we are wonderfully made: made to love, made to flourish, made to be unique</i></p>	<p>Children's current attainment and progress is tracked against past attainment to identify those children achieving less well than could be expected</p> <p>Staffing within school facilitates timely and effective support that can be offered both in the classroom as 'keep up' and as discrete programmes of support to provide 'catch up'</p> <p>Class teachers are able to explain, justify and describe the support in place</p> <p>Identified pupils demonstrate good progress over the 12 month period and attain in line with high expectations</p>
<p>All children's early CL and vocabulary is at least within the expectations of DM in YR and NC in Y1</p> <p><i>We care enough to try our best in all we do because we are wonderfully made: made to love, made to flourish, made to be unique</i></p>	<p>All YR children undertake the NELI screening</p> <p>2* staff members trained to deliver S&L support (ELKLAN) to identified children</p> <p>All children have regular story time, identified children have additional story time and board game time</p> <p>All children have age appropriate CL skills</p> <ul style="list-style-type: none"> • 1 staff member only available to 2022/3
<p>All pupils have good attendance</p> <p><i>We care enough to try our best in all we do because we are wonderfully made: made to love, made to flourish, made to be unique</i></p>	<p>All attendance is tracked and children of concern are noted</p> <p>Where appropriate all parents are met with to discuss attendance</p> <p>Attendance panel used where necessary</p> <p>All pupil's attendance is good or at least improving</p>
<p>All pupils are able to fully engage in all activities</p> <p><i>We care enough to try our best in all we do because we are wonderfully made: made to love, made to flourish, made to be unique</i></p>	<p>Where needed financial support is provided to ensure that family income does not limit pupil's engagement in the life of the school</p> <p>All children have equal access to all activities</p>

Activity in this academic year 23/24

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have recruited and trained additional TA staff to facilitate a number of our strategies to tackle disadvantage especially the acquisition of phonics and early reading. It will also enable us to fully implement the guided reading requirement within our phonics provision</p>	<ul style="list-style-type: none"> • Additional TA capacity enables trained and directed staff to deliver specific programmes of support – enabling us to meet our ‘keep up and catch up’ aims for little wandle phonics and white rose maths catch up/pre-teach • School tracking and monitoring shows that this has been effective in the previous year • Trained and directed staff are able to deliver ELSA and specific programmes (Hamish and Milo, Trick Box and I Can Problem Solve) to support pupil’s emotional resilience and management of feelings and behaviours. This has been in place to support identified cohorts in previous academic years and has been successful in supporting a smooth transition to Middle School. All programmes have secure pedagogy and a proven track record for success. 	<p>1,2,3</p>

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA provision enable all classes to have full time TA support. This enables support for English and maths to be provided in the classroom – <i>keep up</i></p> <p><i>Additional TA provision to facilitate support and catch up - £18906</i></p> <p>This in addition to funding of full time TA provision in each class</p>	<p>Additional TA staff will work alongside identified children in class to reduce the amount of pupil withdrawal (keep up) as we recognise the importance to pupil well-being of being in the classroom.</p> <p>23/24 Continuing to fund 2 extra TAs full time on top of a full time TA in each class to help deliver catch up phonics using little wandle, wordsfirst and whiterose maths as our pp pupils also have significant send need. All programs accredited by EEF research.</p>	2
S&L –ELKLAN trained staff to deliver S&L across the early years	Good S&L is key for communication, reading and writing. We are able to support children well using a recognisably effective programme delivered by trained staff in eyfs.	2,3
Learn to Move, Move to Learn TA time to deliver sessions	Ensuring all pupils PD outcomes are in line with peers	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA provision for supporting pupil behaviour and managing emotions £6386</p>	<ul style="list-style-type: none"> • We will be ensuring that all children who need it are given additional support to manage their feelings and behaviours positively. It reflects our aim to meet the emotional needs of all our pupils before we meet their academic needs • We identify pupils who would benefit from additional support for pupil emotional regulation using our existing resources, Trick Box and I Can Problem Solve and Hamish and Milo as well as Check ins and short multi activity breaks during lessons which enables pupils to stay regulated or regain regulation more rapidly allowing them to return to learning faster. <p>There were no exclusions in 22/23</p>	<p>1</p>
<p>Hamish and Milo ELSA provision delivered Elsa training £500</p>	<ul style="list-style-type: none"> • Hamish and Milo has been developed by a Trauma Informed Schools specialist. It has been adopted successfully in a number of local schools to good effect. This is our first full year of implementation • Hamish and Milo continuing 22/23 Elsa has been limited as TA needed in early years as class support. • 23/24 need to train another member of staff in Elsa 	<p>1</p>
<p>Funding for all pupils eligible for PP funding or who we identify as disadvantaged to ensure full engagement in school £2500</p>	<ul style="list-style-type: none"> • Offsite visits, including the Y4 residential visit are an important part of school life and memories building. We ensure that all children are able to take part • Any pp child wishing to learn an instrument will be subsidised. • some support given for places in wrap around care available to support parental working • All PP families are provided with a key 'offer' of £60 to support uniform, trips,etc 	<p>5</p>

Total budgeted cost:23/24 £ 28,292