

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
Proportion (%) of pupil premium eligible pupils	17 children 11.5% 2021/2
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 2023
Statement authorised by	D Hunwick
Pupil premium lead	D Hunwick
Governor / Trustee lead	L Evans

Funding overview

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

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
1	The impact of Covid-19 on the pupil's well-being, pupil resilience, independence, managing of emotions. The children emotional readiness to learn 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
2	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 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
3	Managing the impact of poor attendance for identified children when compared to children with good attendance

	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
4	The impact on the pupil's academic attainment, in particular reading of both background and Covid restriction experience 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.
5	Ensuring children facing disadvantage are able to fully access the opportunities within school 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

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 Added for 2022/3
Pupils well-being and emotional management is secure for all our children <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>	Children whose well-being and emotional self-management is vulnerable are identified by staff 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
All pupils regardless of background are able to achieve in line with their peers <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>	Children's current attainment and progress is tracked against past attainment to identify those children achieving less well than could be expected 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' Class teachers are able to explain, justify and describe the support in place

	Identified pupils demonstrate good progress over the 12 month period and attain in line with high expectations
<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

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)

Budgeted cost: All costs will be calculated within targeted *support* and *wider* strategies sections

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, with a focus in Ks1</p> <p>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 the class teacher to deliver T&L to ½ classes. Post lock down this was identified as effective in enhanced pupil progress – summer term 2021. In the academic year 2021/22 outcomes in Y2 exceeded national outcomes and were in top 25% of schools. We therefore have confidence that this is an effective approach. • 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 • 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. 	1,2,3
<p>1 member of staff have been trained to deliver S&L support ELKLAN S&L £2467</p>	<ul style="list-style-type: none"> • Within our EY (YR and 1) we recognise that good CL outcomes are crucial to later academic achievement. Access to professional S&L services are limited for all the children we would like to support • ELKLAN is a recommended and well regarded S&L intervention that has supported pupils effectively in the past 	3

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 KS1 to have additional TA to support learning across the morning</i> £6993</p> <p><i>Additional TA provision to facilitate support and catch up - £13208</i></p> <p>This in addition to funding of full time TA provision in each class</p>	<ul style="list-style-type: none"> During lockdown 2 it was evident that the small key worker classes made better than expected progress in their learning, in particular those children vulnerable of not achieving an ARE. Whilst we are not able to fund small class sizes additional TA support enabled class teachers to establish ½ class groups to deliver some of key learning in maths and English. This we believe was a significant factor in achieving strong outcomes at the end of KS1 <p>Additional TA staff will work alongside identified children in class to reduce the amount of pupil withdrawal (<i>keep up</i>) the importance to pupil well-being of being <i>in</i> the classroom as much as possible was also identified from our lockdown experiences and remains a central part of our phonics scheme</p>	2
<p>S&L –ELKLAN trained staff to deliver S&L across the early years</p>	<p>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</p>	2,3
<p>Learn to Move, Move to Learn – 1 staff trained to deliver the programme across the school £3591</p>	<p>Ensuring all pupils PD outcomes are in line with peers</p>	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 £3307</p>	<ul style="list-style-type: none"> • Prior to the period of school lockdown we had spent time reviewing our approach towards pupil behaviour and identified the need to provide additional support for identified children using our existing resource, Trick Box and new PD, I Can Problem Solve. <p>The impact on some of the children of restricted access to school during lockdown 1 placed them at increased risk of exclusion due to disruptive behaviours. We introduced a structured programme of support to ensure a good transition to Middle School. In 2021 there were no exclusions and the children have moved on to the Middle School successfully. We will be ensuring that all children who need it are given additional support to manage their feelings and behaviours positively</p> <p>It reflects our aim to meet the emotional needs of all our pupils before we meet their academic needs</p>	<p>1</p>
<p>Hamish and Milo ELSA provision delivered £.3439</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 	<p>1</p>
<p>Funding for all pupils eligible for PP funding or who we identify as disadvantaged to ensure full engagement in school £1700</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 child wishing to learn an instrument is able to regardless of ability to pay • Funded places in wrap around are available to support parental working • All PP families are provided with a key 'offer' to support uniform etc 	<p>5</p>

Total budgeted cost: £ 34405