

Pupil premium strategy statement – Academic Year 22/23

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

School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	27/01/2023
Date on which it will be reviewed	01/09/2023
Statement authorised by	Nick Firkins Headteacher
Pupil premium lead	Nick Firkins Headteacher
Governor	James Loughlin Chair of Finance

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,218
Recovery premium funding allocation this academic year	£6,997
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£4,019
Total budget for this academic year	£107,234

Part A: Pupil premium strategy plan

Statement of intent

- The aim of our Pupil Premium strategy is to ensure that all pupils, including disadvantaged pupils, make progress from their starting points to enable them to reach their full potential. Through addressing the child's social, emotional and mental health needs first, we ensure they have the independence, confidence and resilience to develop learning behaviours needed for successful learning. Teachers take time to get to know the children and build secure relationships at times of transition. Gaps in learning are quickly identified and planning is tailored to ensure an appropriate sequence of learning before moving on. Through our broad and balanced curriculum and wider school experiences, we aim to provide rich and high quality opportunities to enable children to have high aspirations for their lives and future learning.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – For a small number of children attendance can be a barrier to learning. This is particularly the case for those children who are regularly late and so miss the teacher led input first thing in the morning.
2	Economic deprivation – Family's economic circumstances can mean that children do not have the same life opportunities as others, often leading very sheltered, localised lifestyles. They are often not well supported by parents at home. Parents may not have high aspirations and are not always able to provide equipment and uniform that their child needs
3	Extra-curricular experiences – A number of our pupil premium children were not accessing additional activities and extra-curricular clubs. These are clubs that build team work, independence, social and physical skills. They are also places where the children become members and develop the feelings of belonging and being valued.
4	Speech and Language – We are finding increasing numbers of children join our Reception classes with delayed speech and language and vocabulary skills. These skills form the basis of the children's ability to learn, communicate and thrive in the school environment. These are the key skills children require in order to learn to read, make friendships and becoming life-long learners.

5	Well-being and mental health – There are a growing number of children in our school for whom social and emotional needs are a barrier to learning. These children may have suffered an adverse childhood experience or have a diagnosed need. We are also seeing an increase in parents and families who require support with their well-being.
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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
Pupil premium children to make expected or better progress from their starting points.	Data will show that the majority of disadvantaged children have made expected progress at our school
Staff are confident supporting children and families with their mental health and wellbeing.	For all children to feel emotionally secure and safe in school.
To improve attendance and engagement with the school at the start of the day.	Improved attendance - 95% or above and less late arrivals at school.
Recovery premium pays for time to ensure the curriculum meets the needs of the children in our school. Gaps are assessed and identified quickly and children's learning needs integrated into the teachers planning.	Teachers are confident that the curriculum meets the needs of the children. Planning documents show prioritised learning outcomes.
All children have high quality life experiences which enable them to high aspirations for themselves.	The curriculum and wider school life provides children with a variety of experiences in which to participate.

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.

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

Budgeted cost: £55,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions using qualified teachers and a TA	Use of Recovery premium funding allocation to offer individual and small group interventions.	4
Teaching Assistant intervention groups including NELI and ILI	Data will show good progress and achievement. Children will have filled the gaps in learning from being out of school and continued to achieve the objectives for their specific year group.	4
Classroom based TA support for PPG pupils	PPG money has enabled us to sustain some additional general Teaching Assistant support in classes to enable support in small groups for phonics, reading, writing and maths in all Key Stages so that the work can be closely targeted to the children's needs. Some Teaching Assistants in addition are also offering a range of interventions around helping children who may need support with a particular aspect of the curriculum e.g. handwriting, spelling, reading etc. Narrowing the gap in children's academic achievement and removing barriers to learning and future success is the aim of the grant.	4

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

Budgeted cost: £51,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School, Elsa and Nurture provision staffing	Some children will be offered opportunities to access the curriculum through alternative curriculum provision such as our Nurture Group, Forest School and allotment visits. These alternative provisions support the vulnerable child's emotional welfare and help to develop social skills at the same time as helping them to develop their learning.	5
Free milk for PPG children	Children are encouraged to access milk during their school day as it is beneficial to their health and growth. This grant supports an increase in the number of pupils able to benefit from free milk at school.	3, 5
Subsidy for residential trip to Osmington Bay and class trips	The cost of curriculum trips will be subsidised through the Pupil Premium Grant. Those trips are highly engaging experiences that bring a topic and learning to life as well as broadening children's experiences of travelling beyond Frome and the immediate neighbourhood. This grant supports an increase in the number of pupils able to access school trips without finances being a deciding issue.	2, 3, 5
Half price subsidy for places at after school clubs	The cost of places at clubs will be subsidised through the Pupil Premium Grant. This grant supports an increase in the number of pupils able to access clubs without finances being a deciding issue.	2,3,5
One paid for place at Before School Club	PPG has ensured that we have a paid for place to support pupils who need a structured start to their day. This grant supports an offer of support for home to classroom transition.	1

Total budgeted cost: £107,234

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Action</u>	<u>Impact</u>
Interventions using a qualified teacher and a HLTA	<ul style="list-style-type: none"> • KS1 (particularly Year 1) benefited from extra support from a teacher who focused on phonics, writing and maths. Their Year 2 data is already showing big progress. Some children also benefitted from additional support from a HLTA which helped to build confidence and bridge learning gaps. • KS2 were supported in small groups by a class teacher who worked in parallel with the main class but at a slower, more in-depth pace. This support filled in learning gaps and built the confidence of the children as evidenced by the class teacher. Many of them contributed in class more after the intervention.
Whole school phonics training	<ul style="list-style-type: none"> • The school introduced a new phonics program and all staff have been trained in using it. • There is consistency across the school in the teaching of phonics and this will continue to impact all children as they move classes but particularly the disadvantaged. • High quality interventions are carried out daily to support the children who need extra help. This has impacted on the children's recall and confidence.
Teacher and Teaching Assistant intervention groups including NELI and ILI	<ul style="list-style-type: none"> • Children from EYFS, whose language development was lower than expected, were supported through the NELI intervention. This impacted on their knowledge, language skills and confidence in class. • Children from across the school, identified by the class teacher and SENCO, benefited from individualised literacy interventions from a qualified and experienced teaching assistant. This has helped to ensure they make good progress in their literacy learning.
Classroom based TA support for PPG pupils	<ul style="list-style-type: none"> • Every class has continued to have general TA support in addition to the 121 and other interventions identified. These TAs, who are skilled and experienced, focus their support under the direction of the class teacher on

	<p>those children who need help to ensure good progress – many of these children are PP.</p>
<p>Forest School, Elsa and Nurture provision staffing</p>	<ul style="list-style-type: none"> • Many children have benefited from these provisions – Forest School 25; ELSA 30; Drawing and Talking 6; Nurture 9; Lunchtime Provision 4. Forest school and ELSA supports children with a range of issues but particularly well-being and anxieties. As a result of these interventions, the children have had good attendance, improved behaviours and have shown improved confidence in school. It has helped them build resilience to tackle things when they don't go the way they planned. • 13 children have used the nurture provision which includes lunchtime. For three afternoons a week, a small group of children in nurture worked on a range of skills e.g. group and team work; fine motor skills which helped equip them with skills for successful integration into the main stream classroom. The lunchtime provision has ensured that children who find lunchtimes tricky have had an enjoyable and successful break during the day and are ready and prepared for the afternoon learning.
<p>Free milk for PPG children</p>	<ul style="list-style-type: none"> • 14 children received free milk through this scheme. Some of these children are from families who receive benefits and support from school with food provision and giving them free milk at school ensures they benefit from all the recognised health benefits of regular milk intake
<p>Subsidy for residential trip to Osmington Bay and class trips</p>	<ul style="list-style-type: none"> • 15 children received a subsidy of half the cost of the Osmington Bay trip. • The benefits for residential are wide and well publicised and this subsidy ensured that all children had the chance to go and experience the trip without finances being an issue.
<p>Half price subsidy for places at after school clubs</p>	<ul style="list-style-type: none"> • The cost of places at clubs will be subsidised through the Pupil Premium Grant. This grant supports an increase in the number of pupils able to access clubs without finances being a deciding issue.

	<ul style="list-style-type: none">• 90 children benefitted from this during the academic year.
One paid for place at Before School Club	<ul style="list-style-type: none">• Attendance for some of our families is an issue and to support them in getting their children into school on time and every day, this place was provided to help ensure attendance. It was used throughout the year by a number of different children and attendance for these families has been much better than in the past.