

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	Data
School name	Acomb First School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	18 %
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Hannah Williamson, Headteacher
Pupil premium lead	Hannah Williamson Headteacher
Governor lead	Julie Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12465
Recovery premium funding allocation this academic year	£2000 Recovery Premium
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£14,465

Part A: Pupil premium strategy plan

Statement of intent

At Acomb First School we passionately strive to ensure that all pupils in our school, irrespective of their home circumstances or personal barriers, make good progress and achieve high attainment across all subject areas. At the heart of our pupil premium strategy is the determination to support disadvantaged pupils in developing academic skills and personal attributes whilst growing their cultural capital and instilling a lifelong love for learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Remove the stigma associated with poverty and deprivation.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Embed Fundamental British Values to ensure pupils are understanding and respectful of one another.
- Ensure that ALL children will be competent readers by the time they leave our school; able to decode accurately and to comprehend what they have read.
- Develop pupils' ability to take risks in their learning and build resilience.
- Enable pupils to look after their social and emotional wellbeing.
- Develop pupils' ability to communicate effectively and confidently in a range of contexts.
- Ensure pupils access a wide range of opportunities to develop 'awe and wonder' of the world around us.

Quality first teaching is at the heart of our approach. Our school environment is relaxed, calm and supportive, giving children the best possible chances to learn and achieve. The school day has been poverty-proofed to ensure that our disadvantaged pupils are not made to feel different from their peers and are not discriminated against.. Additionally, teachers recognise that low level disruption can create barriers to learning and therefore endeavour to create a positive ethos in the classroom to mitigate this.

At Acomb First School our curriculum is language rich, giving context to learning and teaching transferable skills. Disadvantaged pupils in our school are actively encouraged to take risks and we help them to recognise this as being part of the learning process. Learning opportunities are purposeful and deliberate, with opportunities built in for pupils to revisit prior learning and practice new skills to help them to remember. Intervention is targeted and focused on developing reading skills to help close the word gap and consequently enabling pupils to access all areas of the curriculum. Teachers strive to develop pupils' cultural capital by planning opportunities (in and out of the classroom) that will enhance learning and provide our disadvantaged pupils with the experiences that they otherwise would not be exposed to.

The above strategies are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We ensure that the approaches we have adopted complement each other to help our pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they set by **asking more, checking more and giving them more**;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Across Reception, Y3 and Y4, attainment gaps in core subjects exist for PP children compared to Non- PP children. This is particularly evident in Year 3 whose pupils had their Reception year greatly disrupted by the first Covid-19 lockdown.
2	Due to the locality of our school, our disadvantaged pupils have increased barriers to and limited opportunity to learn about different cultures when compared to non-disadvantaged pupils, compounded further due to a lack of enrichment opportunities during school closure.
3	All pupils including disadvantaged pupils have missed the opportunities to develop their social and emotional skills due to the national lockdown. Including listening skills, independence skills, gross & fine motor skills as well as self belief.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	On average, pupils eligible for the Pupil Premium Grant have lower attendance and punctuality than other pupils at Acomb First 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
Disadvantaged pupils make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	<p>More disadvantaged pupils attaining EXP+ and expected progress in KS1 and KS2.</p> <p>Narrowing of the gap between PP and Non-PP cohorts across all year groups.</p>
Disadvantaged pupils are able to articulate their ideas more clearly due to increased oracy and access to a wider range of vocabulary.	<p>Higher proportion of disadvantaged pupils achieving EXP+ / expected progress in KS1 and KS2 reading</p> <p>Triangulation of QA evidence (assessments, observations, books) indicates significantly improved oral language among disadvantaged pupils. Subject specific vocabulary is used precisely and pupils share their ideas in full sentences.</p>
Pupils in EYFS and KS1 have the strong foundational skills required to become lifelong learners.	<p>The % of disadvantaged pupils achieving GLD in English and Maths is at least in line with all other areas.</p> <p>PP children will have attainment in line with non-PP children in the Phonics Screening Check.</p>
Access to better learning resources and opportunities for disadvantaged pupils.	<p>Observations/ pupil voice indicates that disadvantaged pupils have access to improved classroom resources.</p> <p>The extra-curricular activities tracker shows an increase in the number of pupils attending clubs.</p>
Improved attendance and welfare of disadvantaged pupils.	<p>Narrowing of the gap between disadvantaged pupils and non-disadvantaged pupils.</p> <p>Narrowing of the gap between disadvantaged pupils and national average.</p> <p>CPOMs shows that particularly vulnerable PP pupils are flagged and appropriate interventions introduced and tracked using intervention records</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: £4785

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Smaller class sizes in Maths in LKS2 where PP numbers are highest. High staffing ratios in Early Years to address the disadvantage gap.	By working in smaller groups, teachers/TAs are able to give more personal feedback to pupils and on a more regular basis. This allows pupils to refocus their actions on achieving their endpoints and helps them to align effort with outcome. Feedback Teaching and learning Toolkit Education Endowment Foundation EEF Teacher Feedback to Improve Pupil Learning Guidance Reports Education Endowment Foundation EEF	£1300	1,3
All pupils access a mastery curriculum delivered at a suitable pace.	Mastery teaching ensures that the majority of pupils have achieved the learning objective before moving on. Regular practice of key skills gives a better chance of pupils retaining key knowledge and skills. Mastery Learning Teaching and learning Toolkit Education Endowment Foundation EEF	£485	1,3
To build upon our targeted academic support in reading through RWInc and maths through White Rose so we can provide additional hours to experienced	EEF evidence indicates that small group and one to one interventions can be a powerful tool for supporting targeted pupils as part of a structured programme.	£1000	1,3

support assistants to provide high quality structured interventions.			
Retaining and developing high quality staff by investing in their development	“The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high quality teaching has a disproportionately positive effect on disadvantaged learners too.” Marc Rowlands – An Updated Practical Guide to pupil premium 2015	Focussed CPD for all staff £1000	1,3
To release RWI lead to carry out monitoring and CPD with staff		£1000	

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

Budgeted cost: £4950

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
Forest School is developed to ensure strong links to the curriculum in each class so progress is enhanced throughout the curriculum by Forest School activities.	‘Outdoor learning is used in various formats to support children's personal, social and emotional development. This can be through group work, team building and the development of social and communication skills.’ ‘It can provide opportunities for learning across many subjects, and also support children's holistic development.’	£500	1,2,4,5

	(Dillon & Dickie, 2012 ; Fiennes et al., 2015 ; Gill, 2011 ; Rickinson et al., 2004)		
Introduce STEM themed lessons/days across the whole school.	<p>STEM learning helps pupils to develop a new set of skills that are transversal, multi-dimensional and associated with high order thinking. These are skills that are essential in developing cultural capital and ultimately 21st century competence. It also empowers girls with the skillset that they need to be able to compete with their male counterparts later in life.</p> <p>Benefits of STEM Education K4D Helpdesk Report and associated key websites</p>	£250	1,2,4,5
Continue to acquire new texts for Renaissance Accelerated Reader and RWI for use across all the whole school and to promote reading and to develop comprehension skills.	<p>All pupils have access to RWI books for at home and school.</p> <p>Pupils engaging in Accelerated Reader improve their reading comprehension skills by regularly accessing quizzes that allow them to practise reading comprehension strategies independently, with less and less prompting from the teacher.</p> <p>Improving Literacy in Key Stage2 Guidance Reports Education Endowment Foundation EEF</p> <p>Reading and Comprehension Strategies Teaching and learning Toolkit Education Endowment Foundation EEF</p>	£3000	1,2,3,4
Establish small, daily group maths and english intervention for disadvantaged pupils falling behind age-related expectations.	<p>Short regular sessions that are additional to the maths lesson and linked to learning in the class are shown to have optimum impact.</p> <p>One to One Tuition Teaching and learning Toolkit Education Endowment Foundation EEF</p> <p>Recommendations 3, 5 and 6 Assisting Students Struggling with</p>	£1200	1, 3, 4

	Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools IES		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4730

Activity	Evidence that supports this approach	Cost	Challenge number(s) addressed
CPD for staff to enable more nurture clubs and to ensure a consistent approach to dealing with behavioural incidents at lunchtime.	Alongside academic outcomes, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and Emotional Learning Teaching and learning Toolkit Education Endowment Foundation EEF	£150	1, 3, 5
To continue to provide a system to monitor safeguarding, pastoral and wellbeing concerns in an effective way	To ensure timely, accurate and effective recording of all issues. The range of evidence that can be easily stored on the system builds a powerful evidence trail that keeps all relevant stakeholders informed.	CPoms annual fee £580	
Every child will experience several out of school visits every year. These visits will be half price to all children in receipt of PP funding	We value the opportunities that school can provide in organising visits to inspire, motivate and extend what children have been learning in class. We believe that social skills play an important part in the makeup of a successful learner which are actively encouraged in visits out of school.	£4000	1,2,3,4,5

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 2021 to 2022 academic year.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Ensure attendance figures of disadvantaged children are at least 96%

Phonics 90% of pupils in Year One to pass the phonics screening test and 100% of Year Two's who are resitting pass.

Writing Ensure that disadvantaged children make at least one full year's progress from their starting point in line with non-disadvantaged children

Maths Ensure children make at last one full year's progress in mathematics from their starting point in line with non-disadvantaged children

Outcome 1 - To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Ensure attendance is figures of disadvantaged children are at least 96%

Attendance at the end of Summer 2022 was 94.57% and 12% PA. There had been significant improvements across the summer term where attendance increased from 93.9% and 21.57% PA

Outcome 2 - Phonics 90% of pupils in Year One to pass the phonics screening test and 100% of Year Two's who are resitting pass.

Phonics Y1 - 85%

Phonics Y2 - 93%

Outcome 3 - Writing Ensure that disadvantaged children make at least one full year's progress from their starting point in line with non-disadvantaged children

Our number of disadvantaged pupils increased during the Covid 19 pandemic. This has continued to increase and the percentage of disadvantaged pupils is the highest in over 5 years. We have monitored the impact of the support given last year compared to our forecasted results and it has shown that disadvantaged children are achieving at a slightly lower rate than in previous years and compared to their peers in early years. Contrast to this the disadvantaged children did better than non disadvantaged peers in

phonics with 100 % passing their phonics assessment compared to 83 %. Teachers have been proactive at identifying gaps in learning and subject leaders have a good overview of aspects of their curriculum not taught. Children's mental and physical wellbeing were supported throughout the year through our supportive school ethos.

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
Now Press Play	No Press Play
Times table Rock Stars	Maths Circle
Accelerated Reader	Renaissance