

Pupil premium strategy statement

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 | Pickhurst Academy |
| Number of pupils in school | 502 |
| Proportion (%) of pupil premium eligible pupils | 7.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Dan Siggs (Principal) |
| Pupil premium lead | Simi Cooper |
| Governor / Trustee lead | Angelique Johnson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £47,075 |
| Recovery premium funding allocation this academic year | £5,075 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £52,150 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the school consider making for this group include:

- Ensuring all teaching is good or better to ensure the quality of teaching experienced by all children.

- To allocate a Senior HLTA to Year 6 – providing small group work focussed on overcoming gaps in learning. Also, to reduce class sizes in Year 6 (our largest cohort, with average class size of 33 children), thus improving opportunities for effective teaching and accelerating progress
- Additional teaching and learning opportunities provided through after-school tuition, delivered by qualified teachers
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour & mental-health support – A qualified counsellor to be allocated to those children who require additional support (pupil premium/FSM/vulnerable children prioritised).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Narrowing the attainment gap between disadvantaged and non-disadvantaged across Reading, Writing and Maths |
| 2 | Attainment gap in disadvantaged children achieving greater depth particularly in writing & maths |
| 3 | Attendance and Punctuality – Ensuring disadvantaged levels of attendance/punctuality remain in line with overall school target of 97%+ |

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 |
|--------------------------|---|
| Progress in Reading | Achieve at least national average progress scores in KS2 Reading |
| Progress in Writing | Achieve at least national average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve at least national average progress scores in KS2 Maths |
| Greater Depth in writing | Achieve at least national average for greater depth writing & maths |
| Other | Ensure attendance of disadvantaged pupils is above 97% |

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: £1,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Teacher to access CPD on mentoring and coaching others</i></p> <p><i>(Supply costs of release for staff member to be confirmed)</i></p> <p>£1,000</p> | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff. We have identified a member of staff who will take on and develop this role within the middle management structure.</p> | 1,2 |

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

Budgeted cost: £20,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Senior HLTA deployed to work in Year 6 cohort (our largest cohort) to reduce class sizes for core subjects</p> <p>£17,000</p> | <p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified smaller classes would allow teachers to increase the amount of attention each child will receive.</p> | 1,2 |
| <p>School Led Tutoring</p> <p>£3,250</p> | <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small</p> | |

| | | |
|--|--|--|
| | number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. | |
|--|--|--|

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

Budgeted cost: £30,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Family champion to work ½ day a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.</i></p> <p>£3,000</p> | <p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. | 3 |
| <p><i>Counsellor to support children who are having difficulty accessing learning through behavioural issues, and/or emotional challenges</i></p> <p>£18,000</p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Behaviour & mental-health support – A qualified counsellor to be allocated to those children who require additional</p> | 3 |

| | | |
|--|---|---|
| | support (pupil premium/FSM/vulnerable children prioritised). | |
| <i>Educational trips/excursions subsidised for disadvantaged children to ensure they have access to the same learning opportunities as non-disadvantaged children.</i> £9,900 Y6: 14 X £550 = £7,700 Y3-5: 22 x £100 = £2,200 | <ul style="list-style-type: none"> Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. | 3 |

Total budgeted cost: £52,150

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 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|-----------|----------|
| | |
| | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.