

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	496
Proportion (%) of pupil premium eligible pupils	34 (6.85%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date this statement was reviewed	September 2022
Date on which it will be reviewed again	September 2023
Statement authorised by	D Siggs
Pupil premium lead	D Siggs
Governor / Trustee lead	A Johnson

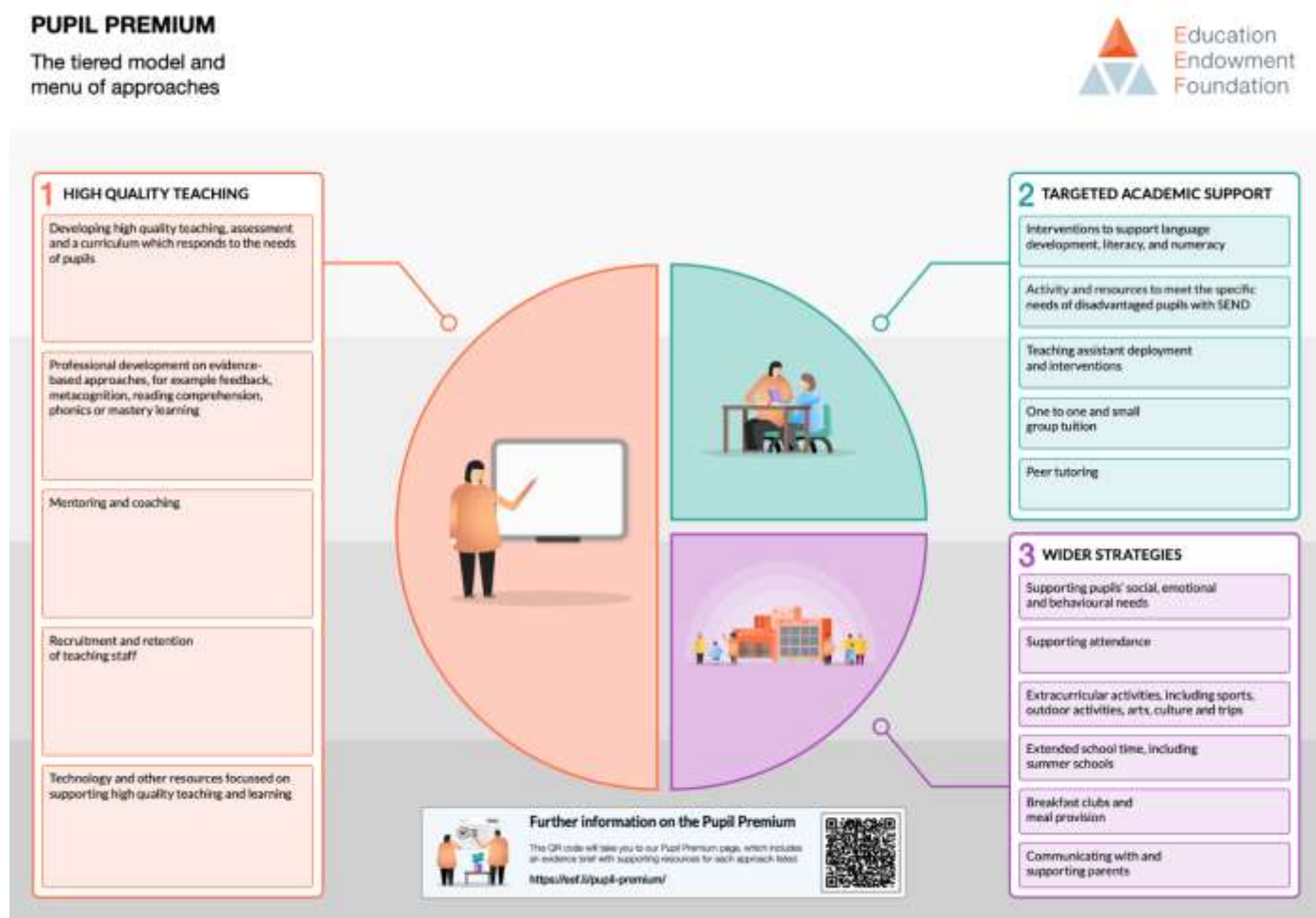
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
<i>School Led Tuition Grant (75%) (2021-2022)</i>	<i>£5,794 + (£1,931 out of the PPG to top-up the SLT Grant)</i>
School Led Tuition Grant (60%) (2022-2023)	£6,480 + (£4,320 out of the PPG to top-up the SLT Grant)
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	£60,495

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.
- 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 residential. 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
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<ul style="list-style-type: none"> • Achieve above national average progress scores in KS2 Reading/ Writing/ Maths. • All pupils are exposed to carefully planned vocabulary throughout all areas of the curriculum. • Targeted pupils receive additional, high-quality speech and language therapy and intervention. • Consistent implementation of excellent practice and high expectations across the school for reading.
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<ul style="list-style-type: none"> • The curriculum will provide pupils with and exciting, varied curriculum. • Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable and enhance the cultural capital offer. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Home learning is organised in a support the links between home and school to enrich the children's learning experiences more.
<p>Disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</p>	<p>Ensure attendance of disadvantaged pupils is 97% or above.</p>
<p>All pupils can demonstrate learning behaviours under our 'Be Pickhurst' core values, such as to be proud, confident, healthy and respectful. They will be able to work with confidence.</p> 	<ul style="list-style-type: none"> • Children are aware of the school's core values and will be able to model these behaviours around school and at home. • Child discussions as part of monitoring will demonstrate that pupils have determination and resilience to achieve the core values and know ways to manage their learning so that they are successful. • Hook events, alongside the curriculum have frequent opportunities to develop the core values.

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher to access CPD:</i></p> <ul style="list-style-type: none"> <i>INSET day: the teaching of phonics and early reading</i> <i>Trauma & Attachment training for all staff</i> <p>Use of National College in order to gain CPD knowledge for all staff</p> <p>Role of the Pupil Premium Lead, monitoring and supporting staff. - Pupil Premium Certificate course and time dedicated to gap tasks and reading - Data analysis at least termly with foci and next steps added</p> <p>Attendance at the annual Pupil Premium Conference</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the training needs of staff within the school and recognise that we need to support staff in the teaching of phonics and early reading.</p> <p>Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021</p> <p>Evidence from Education Endowment Foundation – Remote Professional Development</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	1,2
Budgeted cost: £4,000		

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

Budgeted cost: £29,600

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>School Led Tutoring (Y6)</p> <p>NFER termly assessments for the whole school – Reading, Maths and GPS papers</p>	<p>EEF (+3) 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 for the lower ability sets would allow teachers to increase the amount of attention each child will receive.</p> <p>EEF (+4) 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 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.</p>	1,2

Budgeted cost: £29,600

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

Budgeted cost: £29,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Counsellor to support children who are having difficulty accessing learning through behavioural issues, and/or emotional challenges</i></p> <p><i>Mental-Health Champion training for Y6 pupils. Children will be trained to support others with their mental health and equip them with toolkit and resources to support.</i></p> <p><i>Educational trips/excursions/after-school clubs subsidised for disadvantaged children to ensure they have access to the same learning opportunities as non-disadvantaged children.</i></p> <p>Y6: 7 X £550 = £3,850 Y3-5: 27 x £200 = £5,400</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 support (pupil premium/FSM/vulnerable children prioritised).</p> <p>Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p>	3
Budgeted cost: £29,250		

Total budgeted cost: £62,850

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.

Expected standards for disadvantaged children at the end of the KS2 (2022) are significantly above National in Reading, Writing, GPS & Science.

Additionally, higher standard for disadvantaged children at the end of KS2 (2022) are significantly above National in Writing too.

Pickhurst Academy				
		2022 (PCK)	2022 (PP)	2022 (National - ALL)
KS2 EXCLUDING ARP	Reading Exp+	84.8%	76%	74%
	Reading GD	34.8%	0%	27.8%
	Writing Exp+	95.4%	92%	69%
	Writing GD	36.3%	23%	12.8%
	Maths Exp+	82.6%	61%	71%
	Maths GD	25.7%	0%	22.5%
	GPS Exp+	87.8%	84%	72%
	GPS GD	37.8%	0%	tbc
	Science Exp+	96.2%	92%	79%
	RWM Combined Exp+	72.7%	46%	59%
	RWM Combined GD	16%	tbc	7.2%

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
Mental Health Champions	One Goal
Bug Club Phonics	Bug Club