

# Pupil premium strategy statement 2024-2025

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                                              |                                |
| Proportion (%) of pupil premium eligible pupils                         | 38                             |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024(Review)<br>2024/2025 |
| Date this statement was published                                       | September 2021                 |
| Date this statement was reviewed                                        | September 2024                 |
| Date on which it will be reviewed again                                 | September 2025                 |
| Statement authorised by                                                 | A Rampton                      |
| Pupil premium lead                                                      | D D'Costa                      |
| Governor / Trustee lead                                                 | A Johnson                      |

## Funding overview

| Detail                                                                                                                                                                      | Amount         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Pupil premium funding allocation this academic year</b>                                                                                                                  | <b>£69,868</b> |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£69,868</b> |

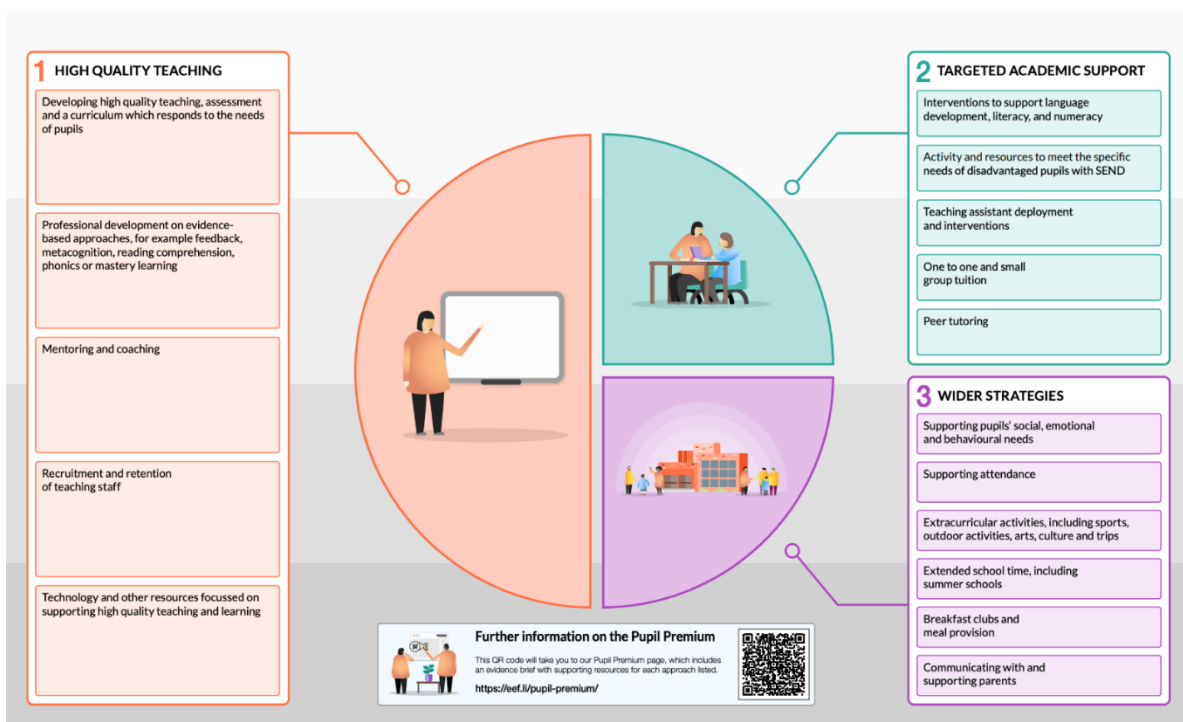
# Part A: Pupil premium strategy plan

## 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.

### PUPIL PREMIUM

The tiered model and menu of approaches



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 diminish 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.
- To ensure all disadvantaged children are able to access extra-curricular activities.
- To ensure all disadvantaged children have access to resources and uniform to ensure fairness and equality.

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.
- 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

Achieving these objectives:

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

- Ensuring all teaching is at least good or better to ensure the Quality First Teaching is secure.
- To allocate HLTA's to all year groups – providing small group work focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through after-school tuition, delivered by qualified teachers/trained support staff.
- 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, including SALT, counselling, sports coach.
- 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).
- Access to resources and equipment (such as iPads or laptops) to enable home learning.

## Challenges

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

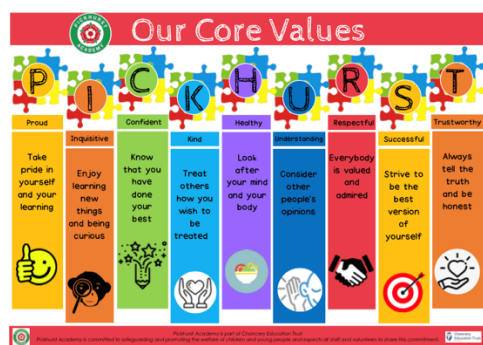
| Challenge number | Detail of challenge                                                                                        |
|------------------|------------------------------------------------------------------------------------------------------------|
| 1                | Narrowing the attainment gap between disadvantaged and non-disadvantaged across Reading, Writing and Maths |

|   |                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------|
| 2 | A higher number of 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <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"> <li>• Achieve above national average progress scores in KS2 Reading/ Writing/ Maths.</li> <li>• All pupils are exposed to carefully planned vocabulary throughout all areas of the curriculum.</li> <li>• Targeted pupils receive additional, high-quality speech and language therapy and intervention.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> <li>• Children in receipt of PPG attain at least expected or above in National tests (Year 4 Multiplication Tests and Year 6 SATs).</li> </ul>                                                                                 |
| <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"> <li>• The curriculum will provide pupils with a exciting, varied curriculum.</li> <li>• 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.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• Home learning is organised to support learning in school and this enriches the children's learning experiences.</li> <li>• All PPG children have accessed a breadth of experiences and enhancements.</li> </ul> |
| <p>Disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</p>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is 97% or above.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <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"> <li>• Children are aware of the school's core values and will be able to model these behaviours around school and at home.</li> <li>• Child discussions as part of monitoring will demonstrate that pupils have determina-</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        |



tion 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.
- PPG children achieve all 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: £6868**

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><i>Teacher to access CPD:</i></p> <ul style="list-style-type: none"> <li>• <i>CPD: the teaching of phonics and early reading training</i></li> <li>• <i>Trauma &amp; Attachment training for all staff</i></li> <li>• <i>Zones of Regulation training</i></li> </ul> <p>Use of National College in order to gain CPD knowledge for all staff.</p> <p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of the pupils.</p> <p>Role of the Pupil Premium Lead, monitoring</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>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” (EEF 2022) A study published by the Education Policy Institute (Fletcher Wood &amp; Zuccollo, 2020) concludes that “the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years’ experience in front of a class instead of a graduate teacher.”</p> <p>EEF (+5)</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for</p> | 1,2                           |

|                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
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| 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>children from disadvantaged background.</p> <p>Research tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</p>                                                                                                                                                                                                                                             |  |
| Attendance at the annual Pupil Premium Conference.                                                                                                                  | <p>There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships.</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> |  |
| <b>Budgeted cost: £6868</b>                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |

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

**Budgeted cost: £32,000**

| <b>Activity</b>                                                                   | <b>Evidence that supports this approach</b>                                                                                                                                                | <b>Challenge number(s) addressed</b> |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Senior HLTA deployed to work in Year 6 cohort to support and provide intervention | <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</p> | 1,2                                  |

|                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
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| <p>NFER termly assessments for the whole school – Reading, and GPS papers</p> <p>HLTA in each year group to support children and lead structured interventions such as:</p> <p>Comprehension Skills</p> <p>Reading</p> <p>Word Aware</p> <p>Speech and Language</p> <p>Pre/Post -Teaching of core subjects.</p> | <p>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> <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 for the lower ability sets would allow teachers to increase the amount of attention each child will receive.</p> <p>EEF (+6)</p> <p>Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF (+4)</p> <p>The average impact of small group interventions is four additional months' progress over the course of a year. Evidence shows that small group tuition is effective.</p> <p>Evidence from the EEF states that “delivering structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.” “The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. Sessions are often brief (15-45 mins), occur regularly (e.g. 3-5 times per week) and are maintained over a sustained period of time (e.g. 8-20 weeks).”</p> |  |
| <p><b>Budgeted cost: £32,000</b></p>                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |



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

Budgeted cost: £31,000

| 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 Y5 and 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>Well-being trained TA to undertake ELSA training - £1,500</i></p> <p><i>Designated Mental Health Wellbeing Lead DFE Training - Establishing schoolwide norms, expectations and routines that support children's social and emotional development.</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><i>Y3: 6 X £200 = £1200</i></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>EEF Guide (+7)</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Behaviour &amp; mental-health support – A qualified counsellor to be allocated to those children who require additional support (pupil premium/FSM/vulnerable children prioritised).</p> <p>Training will support senior mental health lead to develop and implement a whole school or college approach to mental health and wellbeing.</p> <p>Support payment for activities, educational visits and residentials. Support payment for an after-school club or music lesson for each PPG child. Ensuring children have first-hand experiences to use in their learning in the classroom.</p> <p>EEF (+3)</p> | 3                             |



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| <p>Y4: 6 a £200 = £1200<br/> Y5: 13 x £200 = £2600<br/> Y6: 13 x £200 +<br/> £192 Residential trip =<br/> £5096<br/> 38 x £200 = £7600</p> <p>Supporting pupil well-being - Close monitoring of wellbeing and behaviour in weekly SLT / Year group wellbeing meetings, identify and address issues early.</p> <p><b>Drawing and Talk Therapy £500</b> Drawing and Talking is a therapeutic intervention for children, young people and adults. It is designed as a pro-active intervention intended to complement, rather than replace, the work of specialist mental health services.</p> <p>Attendance - Review of attendance policy, strategies for improvement and monitoring activities. Introduction of new attendance awards for 100% attendance and persistent absentees. New systems in line with new guidance to engage parents and provide supportive actions with clear targets and follow-up plans.</p> <ul style="list-style-type: none"> <li>- <i>Explore the issue beyond the headline data.</i></li> <li>- <i>Build strong relationships to</i></li> </ul> | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>Behaviour interventions and focusing on pupils' wellbeing seek to improve attainment by reducing challenging behaviour in school. Meetings aim to reduce a variety of behaviours, from low-level disruption to aggression, violence, bullying and anxiety.</p> <p>The Drawing and Talking therapeutic intervention allows individuals to discover and communicate emotions through a non-directed technique. Embedding Drawing and Talking across a pupil referral team ensures all staff know what to do in response to students' distressed behaviour, that is often communicating varying and complex social and emotional needs. D&amp;T also gives adults the resources to keep themselves emotional healthy in challenging situations.</p> <p>EEF</p> <p>Knowing and understanding our pupils, their families, their influences, and their specific challenges can help diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p> |  |
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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p><i>understand pupil context.</i></p> <ul style="list-style-type: none"> <li>- <i>Build a holistic understanding of the learning needs of our vulnerable pupils.</i></li> </ul> |  |  |
| <p><b>Budgeted cost: £31,000</b></p>                                                                                                                                              |  |  |

**Total budgeted cost: £69,868**

## 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          |                   |               |                    |               |                    |
|----------------------------|-------------------|---------------|--------------------|---------------|--------------------|
|                            |                   | 2024<br>(PCK) | 2024<br>(National) | 2023<br>(PCK) | 2023<br>(National) |
| KS2<br>INCLUDING WOODLANDS | Reading Exp+      | 83%           | 74%                | 85.9%         | 73%                |
|                            | Reading GD        | 38%           |                    | 45.3%         | 29%                |
|                            | Writing Exp+      | 80%           | 72%                | 84.3%         | 71%                |
|                            | Writing GD        | 35%           |                    | 22.6%         | 13%                |
|                            | Maths Exp+        | 79%           | 73%                | 83.5%         | 73%                |
|                            | Maths GD          | 38%           |                    | 35.1%         | 24%                |
|                            | GPS Exp+          | 84%           | 72%                | 87.5%         | 72%                |
|                            | GPS GD            | 41%           |                    | 46.09%        | 30%                |
|                            | Science Exp+      | 91%           | 81%                | 90.6%         | 80%                |
|                            | RWM Combined Exp+ | 72%           | 61%                | 71.9%         | 59%                |
|                            | RWM Combined GD   | 20%           |                    | 14.06%        | 8%                 |

### 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               |
| New Mental Health       |                        |
| ELSA Training           | London Borough Bromley |