

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	Plaistow and Kirdford Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Charlie King
Pupil premium lead	Charlie King, Headteacher
Governor / Trustee lead	Phil Salkeld

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,445
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£21,445

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach focuses on a three tiered approach:

High Quality Teaching that is inclusive of all

Targeted Support

Wider strategies to support

We recognised that there is an ever changing backdrop of need and challenge for all families and as such our approach should adapt and incorporate all children who may be experiencing an increased level of need.

The Key Areas of Need at Plaistow and Kirdford Primary School are:

Social, Emotional and Mental Health Needs

Children that are disadvantaged and SEND

Families that may need support accessing resources or in crisis

Attendance

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, Emotional and Mental Health Needs:</p> <p>We continue to observe an increase in the number of children experiencing anxiety, mental health and emotional well-being needs. In some cases this has developed into school-avoidance related anxiety. Additionally, we have seen children's resilience and ability to persevere in their work impacted. While behaviour continues to be good, a number of children struggle with their day to day interactions with their peers.</p>

	Additionally, a number of our PP children have experienced trauma which acts as a barrier to their learning.
2	Complex support for children that are both SEND and disadvantaged. A number of our pupils are both disadvantaged, PP, and on the SEND register. Provision can be complex and may require staff to have specific training and or resources to support them.
3	Some of our pupil premium families have a number of external pressures that can impact on achievement, progress and attendance at school.
4	Attendance: Linked to our observations of social, emotional and mental health needs a number of our children have struggled with attendance.

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 children are able to regulate their emotions, build resilience and are therefore better able to learn and make progress.	Fewer incidences of dysregulated behaviour are observed/occur meaning pupils are ready to learn and are able to more readily demonstrate more learning appropriate attitudes and behaviour. Children who struggle to access work independently demonstrate a higher degree of resilience and show improvement in their achievement as a result.
Children identified as both disadvantaged and SEND have individual learning plans that are evaluated termly for success to ensure that any targeted support is effective and appropriate.	These children make good progress for their starting points.
Families are able to reach out for help and additional resource as needed.	Families may refer themselves to The Early Help Team. Because of effective communication, disadvantaged families will know when additional resources such as uniform, trips, extra-curricular enrichment and wrap around provision may be provided.
Disadvantaged children demonstrate regular attendance. This allows children to fully participate in the	Where disadvantaged children have an attendance level of below 90% they are able to demonstrate an improving trend in attendance.

<p>curriculum and be supported in this. Regular attendance reduces the 'gaps' in learning and also mitigates the need to go over learning that has been forgotten.</p>	
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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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD on quality first teaching and adaptive teaching	By utilising principles such as Rosenshine's Principles and other adaptive teaching methods teachers will be better placed to ensure that every child is having their needs met.	1,2 and 4.
Staff on supporting children with anxiety CPD	By ensuring that children are in an environment that looks to reduce anxiety and promote positive mental health children's ability to focus on their learning will improve. It will lead to an improvement in attendance.	1 and 2
Staff Training in Zones of Regulation	The Zones of Regulation training better equips children and staff to recognise trigger points for children and strategies to help avoid barriers to learning. This will increase pupil engagement with learning.	1 and 2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy - intervention used to raise attainment in reading and writing.	Nessy is a standardised/evidence based programme of support for children with dyslexia and literacy needs.	1 and 2
Funky Fingers - motor skills intervention		1 and 2

Regular Readers	Regular Readers is a reading recovery style approach that we have demonstrated supports children in making rapid progress in their reading.	1 and 2
Phonics support for children who did not meet the threshold in Year Two	We will continue to use RWI for phonics - this is a DFE accredited programme for phonics.	

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support	Where we have deployed Emotional Literacy Support to help children regulate their behaviour we have seen a decrease in disruptive behaviour and as a result children have been more able to access their learning.	1, 2 and 3
Learning Mentor	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
Nurture - Group	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, and 4
Art Therapist	By using our Art Therapist to support children who have developed an emotional/mental health/wellbeing need we have seen an improvement in attendance and engagement with learning. As a result the child has made better progress.	1, 2, 3 and 4
Resources - This could be uniform or school equipment	By making these accessible to families, we remove barriers to	1, 2, 3 and 4

	school attendance and achievement.	
Trips	Trips make learning accessible and engaging by ensuring all children are able to go on trips we are removing barriers to learning and achievement.	1, 2, 3 and 4
Clubs/Wrap Around Care	All children should be able to access extra-curricular clubs. By allocating space in our Wrap-around provision for disadvantaged children or families with developing need we alleviate extra pressures on the family that may lead to increased stress and anxiety.	1, 2, 3 and 4

Total budgeted cost: £21445

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 2022 to 2023 academic year.

Emotional Literacy Support

Through regular and targeted support through our Emotional Support Work we saw a decrease in behaviour incidents.

Teachers were able to report an increase in engagement with learning and more confidence and resilience among pupils. Children were supported in responding to external events and pressures.

Learning Mentor Support

Learning Mentor Support resulted in positive impact on children's reading and writing narrowing the gap in attainment. The support also supported children in zones of regulation work. This will now be expanded to the whole of the staff team.

Nurture Group

Supported children experiencing anxiety, resilience and independence. This work resulted in children demonstrating greater confidence and engagement in their work.

Regular Readers Reading Intervention

This work led to the majority of children making rapid progress in their reading. As a result we saw a greater improvement in their progress in all subject areas as they were better able to access work and learning.

Quality First Teaching CPD

Resulted in teachers being better equipped in the use of adaptive teaching techniques and an increase in use of individualised scaffold and support within the classroom. This meant all children were able to access learning at an appropriate level.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.