

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	Princefield First School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 23 – Sep 26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Committee
Pupil premium lead	Helen Barron
Governor / Trustee lead	Lee Metcalfe-Chase

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
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	£29,100

Part A: Pupil premium strategy plan

Statement of intent

We aim to raise the attainment and attitude to learning for children in receipt of pupil premium in the areas where they are achieving less progress than their peers.

Due to the small number of disadvantaged children we aim to analyse areas of need and create a more personalised provision drawing on evidence of effective practice when deciding upon the best use of the funding.

Challenges

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

Challenge number	Detail of challenge
1	50% of PP children are below academic expectations for their year group
2	Some of the children have additional SEND / health needs
3	25% of PP children have specific attendance issues / needs/ support
4	There are a range of social and emotional issues which affect the learning behaviours such as independence, expectations and aspirations.
5	Lack of opportunities to access extra-curricular activities.

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
PP children to make at least expected progress and gaps in learning to be identified and addressed through extra support / intervention	PP children to make at least 8 points progress in reading, writing, phonics and maths Reduce the % of PP children below the academic expectations for their year group to below 40% All Reception/ Year 1 / year 2 PP children to achieve the expected progress in the phonics assessment by the end of year 2

To address any barriers to learning due to emotional needs	Emotional needs are having less impact on learning.
To widen the opportunities to access extra-curricular activities	PP children had access to extra-curricular activities and experiences.
To raise attendance in PP children	Attendance for PP children to be inline with non PP children
Increase the confidence and expectations in PP children to ensure they are ready for the next stage in their learning	100% of PP children report that they feel confident, enjoy school and are looking forward to the next stage of their learning journey.

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: £ 14,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to allow time to give verbal feedback, individualised instructions and develop meta cognition	The Education Endowment foundation states that these approaches have high impact with +6, +4 and +7 months additional progress. Visible learning – John Hattie - Feedback	1, 2 & 4
Teachers and TAs to support the development of PP children including those with SEND through small group interventions / after school tuition	Sutton Trust indicates small group intervention can add +5 months	1 & 2

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for phonics	The EEF states that small group tuition makes +4 months difference and if phonics is developed +5 months.	1, 2 & 4
Small group tuition for English and Mathematics	The EEF states that the average impact of the small group tuition is +4 months' progress, on average, over the course of a year.	1, 2 & 4

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to extra-curricular trips and activities, increasing cultural capital as well as nutritional benefits such as daily milk.	Children to have the experiences that their peers are having	5
Ensuring attendance is increased / maintained to a standard in line with non PP children VIPEducation support	'higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2.' DfE Research report 2015	3
Progressive wellbeing programme	Mifsud, C., & Rapee, R. M. (2005) Early Intervention for Childhood Anxiety in a School Setting: Outcomes for an Economically Disadvantaged Population.	4 & 5

Total budgeted cost: £29,100

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.

<p>Pupil premium children achievements =</p> <p>Reception (2) 0% GLD</p> <p>Year 1 (5) ARE = Reading 60% Writing 60% Maths 40%</p> <p>Year 2(4) ARE = Reading 25% Writing 0% Maths 50%</p> <p>Year 3 (5) ARE = Reading 40% Writing 40% Maths 40%</p> <p>Year 4 (8) ARE = Reading 37.5% Writing 50% Maths 50%</p> <p>Phonics Year 1 80% achieved expected standard, Year 2 retakes 50% achieved expected standard.</p> <p>45% of the PP children received extra 1:1 / small group interventions</p> <p>All PP children accessed trips, milk and where appropriate extra curricular activities i.e. running club, Ukulele lessons.</p> <p>PP attendance averaged at 92.77% an increase from 90% the previous year</p> <p>Beacon behaviour 360 strategies were used for 8 PP children.</p>

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

N/A

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.