

## 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	Reed First School
Number of pupils in school	45
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	November 3 <sup>rd</sup> 2020
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Vicky Wittich
Governor lead	Alan Blower

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 6925
Recovery premium funding allocation this academic year	£ 1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 7925

## Part A: Pupil premium strategy plan

### Statement of intent

*At Reed First School, our ultimate objectives for your disadvantaged pupils:*

- To ensure all children have equal opportunities
- To support all pupils to succeed in life
- To ensure disadvantaged pupils achieve the same outcomes as their peers
- To ensure all pupils are listened to and supported

*Our current pupil premium strategy plan is working towards achieving those objectives through:*

- Focused curriculum and high quality teaching
- Weekly Nurture sessions to support mental health and raise attendance
- Use of art and music therapists
- Investment in high quality phonics matched reading books
- Investment in CPD for leaders to develop the use of metacognition and self-regulation in pupils
- Inclusion in extra-curricular clubs, activities and trips
- One to one and small group targeted support using intervention programmes

*The key principles of our strategy plan are:*

- To use the grant in a variety of ways to suit the individual needs of each child in order for them achieve to their potential. It focuses our chosen approaches as a priority within our school improvement with a focus on high quality teaching and learning to ensure all pupils have equal opportunities while recognising the disadvantages some pupils face. Our values have been chosen to support all children to develop positive learning behaviours and have a sense of self-worth and high aspirations.

## Challenges

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

Challenge number	Detail of challenge
1	Limited speech and language skills which impact on learning.
2	Gaps in prior learning / missed learning
3	Wider enriching experiences in a very small setting
4	Lack of routines at home and regular use of home learning provided
5	Limited parental engagement in attending parental information sessions

## 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
<i>PPG pupils are well supported and feel confident and happy. They are increasingly independent but know where to find help if and when they need it. They are resilient in their response to feedback and next steps.</i>	<i>Children eligible for PPG across make accelerated progress in reading, writing and maths to close the attainment gap. Pupils are able to explain what they now know and what they need to do next to further improve. Learning in books shows evidence of self-learning by correcting mistakes and responding to feedback.</i>
<i>Increased attainment and higher rates of progress for all children eligible for PPG thus closing the attainment gap. Gaps are</i>	<i>Children eligible for PPG make accelerated progress in reading and writing so they meet age related expectations and /or close the attainment gap. Measured by teacher assessments, internal tests and SATs. Formative assessment will show gaps being addressed. Children will</i>

<p><i>identified and targeted teaching teach to gaps. Speech and language skills are developed to enable pupils to express themselves articulately and transfer this into their written work, response to engaging texts and offer clear explanations for their thinking.</i></p>	<p><i>make (or exceed) expected progress. Measured by teacher assessments, internal tests and SATs.</i></p>
<p><i>Accessibility for all to rich extra-curricular experiences.</i></p>	<p><i>Children will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.</i></p>

## 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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continue to invest in retention of support staff to deliver one to one support structured interventions and to release teachers for quality first sessions.</i></p> <p>1:1 support for PP pupils (11 hours per week) £4,000</p>	<p><b>EEF – Making the best use of teaching assistants</b> - Schools should use a small number of carefully chosen and well-structured interventions.</p> <p>The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one to-one or small group settings.</p>	1, 2, 4, 5

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

Budgeted cost: £ 1925

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm to be used to support speech and language development.</p>	<p><b>EEF school trials</b> - Children receiving intervention made approximately four months of additional progress in language skills compared to children receiving standard provision. These impacts on language skills were still seen six months after the intervention.</p>	1, 2, 4, 5

<p>Catch up sessions within chosen synthetic phonics programme.</p> <p>Supplementary resources to ensure high quality teaching in catch up sessions.</p>	<p><b>EEF</b> - Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)</p>	<p>1, 2, 4, 5</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Access to all extra-curricular activities of clubs, trips and workshops £1000</i></p>	<p>Evidence suggests that supporting Arts participations and pupil participation in arts and sports activities has a positive impact on attainment in mathematics and in literacy/English.</p> <p>Understanding the impact of engagement in culture and sport A systematic review of the learning impacts for young people. <b>CASE</b></p>	<p>5</p>
<p><i>Support children through nurture, one to one sessions, therapy sessions through NESSiE. £1000</i></p>	<p>Children require consistent, supportive relationships and positive developmental experiences in and out of school to develop the critical skills, attitudes, and behaviours they need to succeed as adults – Wallace Foundation Study 2015</p> <p>EEF – Early Years self-regulation strategies: The development of self-regulation and executive function is consistently linked with successful learning.</p>	<p>5</p>

**Total budgeted cost: £ 7925**

1. Review of expenditure				
Previous Academic Year		2022 / 2023		
i. Achievement				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



<p><i>Pupils where tracking shows that they are at risk of having gaps in their learning are identified and supported.</i></p> <p><i>Check points through the year will demonstrate progress.</i></p> <p><i>Teachers will have clear understanding of where gaps in learning are in order to plan sequences of learning to support.</i></p> <p><b><i>Children eligible for PPG across make accelerated progress in reading, writing and maths to close the attainment gap. Pupils are able to explain what they now know and what they need to do next to further improve. Learning in books shows evidence of self-learning by correcting mistakes and responding to feedback.</i></b></p>	<p><i>Continue to invest in retention of support staff to deliver one to one support structured interventions and to release teachers for quality first sessions.</i></p> <p><i>Wellcomm to be used to support speech and language development.</i></p> <p><i>Catch up sessions within chosen synthetic phonics programme.</i></p> <p><i>Supplementary resources to ensure high quality teaching in catch up sessions.</i></p>	<p>The use of support staff in larger classes has enabled the class teacher to support pupils to make better progress and keep up.</p> <p>This has had the biggest impact in KS1. Pupils in Year 1 have seen gaps in phonic knowledge close and reach the expected standard by the end of the year.</p> <p>Where pupils are identified to have gaps in their learning, support staff have been planned into carefully mapped out lessons with clear steps and sequences to ensure success for the pupils working with them.</p> <p>The use of additional adults has also seen an increase in the support available for the mental health and wellbeing of pupils to feel supported in larger groups. The risk of falling behind has decreased significantly.</p> <p>Pupils in Early Years are identified in a timely way where there are gaps in their knowledge or understanding. Wellcomm and Little Wandle keep up and Catch up sessions and White Rose assessments in maths have been particularly useful in identifying where teachers need to track back in order to support.</p>	<p>Use of one to one learning support assistants using lessons planned by the teachers have worked well. Worth investing despite small class sizes.</p>	<p>£4000 towards staffing costs.</p> <p>Cost of supplementary resources for structured interventions. £580</p> <p>Cost of books to support phonic scheme £2128.95</p> <p>Cost of further reading scheme books to ensure all children in KS2 remain reading carefully structured texts to support their fluency, prosody and comprehension. £517.70</p> <p>(5925)</p>
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ii. Engagement				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p><i>PPG pupils will feel supported, confident and happy. They are increasingly independent but know where to find help if and when they need it. They are resilient in their response to feedback and next steps.</i></p> <p><i>Children will be supported to deal with anxiety, improve concentration, and handle difficult emotions.</i></p> <p><b><i>Children eligible for PPG make accelerated progress in reading and writing so they meet age related expectations and /or close the attainment gap. Measured by teacher assessments, internal tests and SATs. Formative assessment will show gaps being addressed. Children will make (or exceed) expected progress. Measured by teacher assessments, internal tests and SATs.</i></b></p>	<p>Research into self regulation.</p> <p>Wrap around care offered to all families</p> <p>Professional Support Services working in school and as part of family support.</p>	<p>Children eligible for PPG across make accelerated progress in reading, writing, maths to close the attainment gap. PP children have all shown at least expected progress, data tracking shows 100% of PPG pupils reached expected standards or beyond in reading, writing and maths.</p> <p>Resources to use with all year groups purchased for self-regulation. Children are able to identify and share their worries in order to support their mental health along-side accelerated progress in reading, writing and or maths.</p>		<p>Cost £500 for resources to support nurture sessions and set up of Regulation Stations.</p>
iii. Enrichment				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Accessibility to rich extra-curricular experiences.</p> <p><b><i>Children will be able to attend a wider range of rich extra-curricular experiences and the impact of this will be seen in their work and discussions.</i></b></p>	<p>Outside providers contacted to offer further extra-curricular clubs after school.</p> <p>External music lesson providers introduced.</p> <p>Performers in school for whole school engagement.</p>	<p>Children have been able to attend a wider range of rich extra-curricular experiences and the impact of this has been seen in their responses to them in subsequent learning. For example, use of subject specialists in history and running visits to enable experiences which cannot be created on site.</p> <p>Clubs where there is a cost include: Sports club once a week, Performing arts once a week, yoga once a week. Available to all pupils and cost paid for any PP child.</p> <p>Pupil uptake of Peripatetic music lessons has seen 31% of pupils who can take part doing so.</p> <p>No children have missed out on any extra-curricular activities due to funding.</p> <p>Learning resulting from the performances as stimulus saw high levels of engagement. All pupils attended.</p>	<p>Further engagement in clubs and extra-curricular offers needed from PP families. Finance manager has reminded families to check for eligibility.</p>	<p>£190.30 is total contribution towards the cost of trips and workshops to support PP families and ensure events can go ahead for all pupils.</p>
<b>Total spent: £7916.95</b>				

## 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
Little Wandle Letters and sounds revised	Little Wandle and Collins

