

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	57 (49 exc nursery)
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	16 th October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Vicky Wittich
Governor lead	Alan Blower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7275
Recovery premium funding allocation this academic year	£ 1000
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	£ 8275

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 and develop life skills
- 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 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 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>	<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>
<i>Accessibility for all to rich extra-curricular experiences.</i>	<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. This will include activities specific to developing life skills.</i>

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: £ 4350

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>EEF – Making the best use of teaching assistants - 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>EEF school trials - 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>EEF - 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>	1, 2, 4, 5

	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)	
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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
<i>Access to all extra-curricular activities of clubs, trips and workshops £1000</i>	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. Understanding the impact of engagement in culture and sport A systematic review of the learning impacts for young people. CASE	5
<i>Support children through nurture, one to one sessions, therapy sessions through NESSiE. £1000</i>	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 EEF – Early Years self-regulation strategies: The development of self-regulation and executive function is consistently linked with successful learning.	5

Total budgeted cost: £ 8275

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.

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.

Pupil voice and progress meetings demonstrate that there is no gap between PP engagement in responding to feedback compared to non PP pupils. Small class sizes offer advantage to pupils enabling quality first teaching on a ratio well below the national average. Monitoring of teaching demonstrates further work required to ensure teachers have high expectations around progress and make effective use of our feedback policy. CPD for teaching staff has seen greater focus and impact around in the moment feedback which has been disseminated by the headteacher after attending training.

Low teacher:pupil ratios have also enabled us to continue to support children where learning at home is limited. However, this can also see an overreliance on school provision rather than school / home partnership. Workshops around the use of our chosen synthetic phonics scheme saw a positive uptake by parents. They report to have a better understanding around how to support their children at home in early reading.

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.

100% of PP pupils met targets ensuring good progress. All pupils were identified early for any gaps in knowledge and supported. For example; 100% of pupils eligible for PP were assessed as secure in their multiplication fact knowledge. This was achieved through targeted support and intervention. 100% of pupils eligible for PP were assessed as secure in their phonic knowledge at the end of year 1 by careful investment in our synthetic phonics scheme and supporting texts.

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.

All PP children attended extra-curricular events for example: workshops, pantomime. No pupils did not attend any extra-curricular events due to financial constraints.

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

