



Pupil premium strategy statement – 2023/2024

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2022
Date on which it will be reviewed	April 23 April 24 April 25 July 23 <u>July 24</u> July 25
Statement authorised by	Clare Mosdell
Pupil premium lead	Nicky Coates
Governor / Trustee lead	Inclusion Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,440
Recovery premium funding allocation this academic year	£ 761
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£36,201

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We hope that each child will develop a love for learning and acquire skills and abilities appropriate with fulfilling their potential. We believe that at all pupils, irrespective of their socioeconomic background or the challenges they face should make good progress and achieve high attainment across the curriculum.

Our children will grow as individuals, beginning to understand the diversity of the world that we live in - encouraging their academic, social and spiritual well-being. Learning will be excellent, relevant, purposeful and fun.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that the curriculum meets the criteria and provides appropriate progression and Challenge
2	To ensure that Learning Journeys are balanced and effective to support improved continuity and progress in Reading and Writing
3	To ensure that Phonics is being taught effectively throughout the school, using a range of strategies linked to Learning Journeys, including Guided Reading for vulnerable pupils, to improve outcomes.
4	To ensure that class based interventions are impacting positively on all pupils, especially SEN and disadvantaged pupils, using HIT plans for specific pupils
5	Ensure that appropriate core progression of skills in the foundation curriculum leads to higher quality outcomes, including challenging higher attaining pupils, ensuring disadvantaged children have access and are successful.
6	To implement the Island Schools' Mental Health Charter by appointing and training a Mental Health Lead
7	To continue to work with the LA and other agencies, as appropriate, to secure good attendance, especially for disadvantaged pupils

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
Monitoring sessions for foundation subjects are on the calendar. Teachers to ensure topic planning for Science, History, Geography meet the National Curriculum Key Skills for assessment for Autumn topics. 2025 To ensure the gap between PP and non-PP is narrowing.	Key Skills are used for assessment Children in different classes are being given similar learning opportunities and the level of work is consistent across classes Tracking on Calendar Pupil Progress Meetings take place termly and show Most PP children achieve ARE in non-core subjects
Planning shows clear purpose in the use of their Learning Journey texts and matches the needs of pupils CPD is provided as necessary The new phonics scheme is embedded across the school Key domains for writing that require focus are planned for within the Learning Journeys Reading is monitored and is effective in supporting the progress of vulnerable pupils Medium Term planning shows clear purpose in the use of their Learning Journey texts. Curriculum domains taught explicitly through a sequence of lessons linked to a rich text, further CPD is provided as necessary	Monitored Learning Journeys are in place in all classes and are used successfully Phonics is taught daily and small group work is in place for those children with gaps in their learning. Learning Journeys clearly evidence a sequence of planned lessons which cover all key domains Data shows that more pupils achieve ARE in Reading Evidence of a sequence of lessons linked to domains, meeting the needs of the pupils
Mental Health Lead trained Information and good practice for supporting children with Mental Health needs is shared with staff	Mental Health Lead in place and working to support all staff to identify areas of need

Action Plan in place for further support/school needs Action Plan to be shared with PDL/Inclusion Governor.	RSHE governor aware of action plan and any support required
EWIO to meet with school attendance team to review attendance every 4 weeks Use EWIO reports from each visit to inform Pupil Progress Meetings – involving teachers where appropriate to meet with parents/carers in order to improve attendance of specific children. Office to confirm children 'on watch' for attendance to the teachers Governor to attend meetings as above When appropriate	Increase overall attendance to be closer to national and school target of 95% Specific families have been targeted with the expectation that the attendance of these children improves on last year PA to decrease Headteacher meets regularly with school attendance lead to discuss concerns Attendance and communication is improved. Far fewer holidays/request for absences apart from medical, continue to be authorised. Fixed Penalty Notices are issued, in line with the Council Policy and Governors are updated regularly
External assessments and referrals occur swiftly and reports and recommendations are received and acted upon quickly.	Work closely with External agencies to ensure referrals and assessments are completed as quickly as possible. Meetings with appropriate staff to ensure reports and recommendations are acted upon. Parents are aware and informed of their child's progress following a referral.

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: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of HT and SENCO to monitor PP within Key Stages. Reporting time to feed back to HT and Inclusion Governor SLT (HT and SENCO) release time for monitoring evaluation and feedback cycle MAC to support	The EEF evidence states that a clear, logical and well-specified implementation plan, with a clear implementation outline and thorough assessment is the basis for executing good implementation of the strategy. SLT release time enables us to ensure this process takes place and is constantly under review Our robust tracking and progress cycle enables all leaders to make evidence based decisions on teaching and interventions. We will termly monitor and review the provision offered to our most vulnerable pupils to ensure we are meeting their needs.	1, 2, 3,4,5
Staff CPD aimed at individuals and groups	Improving teacher confidence and subject knowledge to ensure quality first teaching in all classrooms. Having a focus on key priorities helps to build confidence amongst staff that ultimately has a positive impact upon children. The use of mentoring and coaching assists in the development and outcomes for staff to ensure all children have access to quality first teaching both in the class and during interventions.	1,2,3,5

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO time to support disadvantaged SEN	To ensure that all teaching and learning is monitored in these core interventions so that we can ensure	2,3,4

TA support for disadvantaged in classes HT working with Year 6 SAT's booster sessions AHT HT and SENCO working with Year 2 Booster groups Use of online learning platforms such as Purple Mash, SAT's Boot Camp, TT Rockstars	triangulating with data that interventions are adding value. A recent trial through the EEF was supported by the DFE. Findings showed that children who received 30weeks intervention made on average 4months additional progress in language skills compared children receiving standard provision.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding CPD for all staff around 'signs to look for' in vulnerable children. Staff to support children with Mental Health anxieties Play Therapy/Sand therapy ELSA Improvements in attendance; case studies where support has been put in place including collecting children where parent ill, hospitalised or has no form of transport Support and challenge for children who are regularly late to school – HT and EWIO meet with families	Our most vulnerable children do not have the same opportunities and access to experiences as their peers therefore; we try to enhance these provisions within the provisions we offer at school. By doing so, it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes their development and helps to raise aspirations for all children. Children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the Curriculum.	6,7

After school clubs support disadvantaged children Free uniform/ shoes if needed Support with access and completion of paperwork Visits to dentist, doctors if parents are struggling to organise. Clubs resourcing Subsidised club attendance Subsidised visits Subsidised residential trips Loan of equipment for home use eg Weighted blankets, Sensory and ICT equipment Hampers of food and toys for Christmas for most vulnerable		
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Total budgeted cost: £ 36,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

TBC

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A