



Pupil premium strategy statement –updated Dec 2023

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
Number of pupils in school	2022-2023 143 children 2023-2024 150 children
Proportion (%) of pupil premium eligible pupils	2022-2023 17% 2023-2024 17%
Academic year/years that our current pupil premium strategy plan covers (September 2022-July 2025)	2022-2023 24 children 2023-2024 26 children
Date this statement was published	Written December 2022. Updated December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jenn Magdeburg
Pupil premium lead	Ellie May Hulme
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-2023 £33,240 2023-2024 £37,830
Recovery premium funding allocation this academic year	£3,480
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that the Pupil Premium Funding we receive will enable the children who are eligible for this funding to have full access to the wider curriculum. One of the ways that the funding will be used to improve access to extra curricular clubs, to enable full engagement with the wider curriculum and to provide highly personalised provision for our pupils. We fully believe that there is no “one size fits all” and as such we will be working with families on an individual basis to ensure that we understand the way the funding we receive best supports their child.

Our approach to utilising the funding incorporates the key aims of the Pupil Premium Funding and all spending is linked to one of the key priorities:

- Support high-quality teaching, such as staff professional development
- Provide targeted academic support, such as tutoring
- Tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing.

Since September 2022, a member of staff has taken on responsibility for Pupil Premium, alongside the Headteacher and this has raised the profile and importance of the allocation of the funding being tightly focused to raise attainment and curriculum access for eligible pupils.

Challenges

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

Challenge number	Detail of challenge	Why this is a particular challenge at Pirton (updated December 2023)	What is currently being done/has already been done to address this challenge
1	A high percentage of our pupils eligible for Pupil Premium Funding also have Special Educational Needs.	As a small rural school with a 0.2 SENCO (one day per week in school) the children with SEN who are also eligible for Pupil Premium Funding are very vulnerable to underachievement. Our SENCO was new to us in September 2023.	<p>There has already been some staff training and support from SENCO and SLT to enable teachers to unpick the barriers for these learners.</p> <p>Our SENCO and Pupil Premium Lead attended all Pupil Progress Meetings in December 2023.</p>

2	We wish to provide a broad and balanced curriculum to include a wide range of extracurricular clubs.	All after school clubs are externally provided and at a cost. In September 2023 all sports clubs require payment and so this is a barrier/challenge for our families eligible for Pupil Premium Funding.	Sports Premium Funding is being used to fund one place per child in all after school clubs. Pupil Premium Funding is being used to part fund music lessons and some further extra curricular provision.
3	Through pupil conversations and parental conversations, it is apparent that for some of our children, there is a lack of resources to support with home learning including reading at home. We have also identified that there is a lack of time within some families to support with home learning and reading due to larger families or there being one parent in the home.	As a small school we do not have the funds to have a designated Family Support Worker or Academic Mentor to support families with home learning etc.	Home Learning clubs will begin in Spring Term 2024.
4	Attendance remains a barrier/concern for many of our families. This includes a significant number of cheaper, more affordable term time holidays.	As a small school we do not have the funds for an attendance improvement officer or for a family support worker to work with families. This means that this work is carried out by SLT and it can be perceived as punitive rather than supportive.	We treat absence requests on a case by case basis. We authorise short periods of absence when it is linked to a school holiday and where overall attendance is high.
5	Many of our children have unmet emotional and mental health needs. Waiting lists for NHS services are long, thresholds are high and the process for self-referral is complex.	As a village school, medical services need to be accessed in our nearest towns, Hitchin or Stevenage. Public transport is extremely limited.	Since September 2023 we have employed a counselling service. They have a caseload of 6 children who they see weekly.

6	Many of our children have unmet Speech, Language and Communication Needs and would benefit from therapy and intervention. Waiting lists for NHS services are long, thresholds are high and the process for self-referral is complex.	As a village school, medical services need to be accessed in our nearest towns, Hitchin or Stevenage. Public transport is extremely limited.	Since September 2023 we have employed a Speech and Language Therapist for half a day per week. She sees children, meets families, works closely with the SENCO and also trains support staff to run interventions.
7	We endeavour to enhance our curriculum through educational visits and visitors, however there is a cost implication for families. This means that the offer needs to be reduced for all families.	There is a significant difference in family circumstances amongst our school community. We want to provide all children with the opportunities to thrive.	Since September 2022 we have part funded all educational visits and visitors (non residential) Since September 2023 we have part funded all residential visits including by seeking grants for eligible children.
8	We endeavour to enhance our curriculum through “dress up” days, “theme” days and “non uniform” days, however there is a cost implication for families in purchasing items required.	Some of our children who are eligible for Pupil Premium Funding do not access these experiences, which impacts on attendance and self esteem.	In December 2023, all eligible children in Year 1/2 had a costume provided for their Christmas production. In December 2023 we held a Christmas jumper swap shop. The house who wins the house points are not required to wear specific colours.
9	We recognise that our children eligible for Pupil Premium Funding are generally White British, which is mirrored across our school. We wish to promote a diverse, anti-racist environment for all children.	We feel that some of our children including those eligible for Pupil Premium Funding do not have diverse role models.	Since September 2023, the Headteacher has been taking part in the Great Representations programme run by HFL.

10 (new challenge identified for 2023-2024)	Attainment and progress for this group of pupils remains lower than our other pupils.	This links to challenge 1 and 3. Our 26 children represent 16 families with a range of additional needs such as, but not limited to, SEN which means that they must be considered as individuals and receive specific, relevant support.	The school has an appointed PP lead and SENCO (different people) who form part of the SLT and are involved in strategic planning of support.
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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 (by the end of our current strategy plan)
The school will have a better understanding of the needs of children eligible for Pupil Premium Funding including those with SEND.	Each child eligible for Pupil Premium Funding will have an individual profile, updated annually. Parental voice will have contributed to the development of the Pupil Premium Profile and this will be linked to their SEN profile, if appropriate.
Children eligible for Pupil Premium Funding will have equal access to extracurricular activities such as sporting clubs.	Tracking of extracurricular clubs will show that children eligible for Pupil Premium Funding are accessing a range of these. The group will be well presented across a range of clubs.
Children who are eligible for Pupil Premium Funding will have the support to complete home learning and read regularly.	Home Learning records will show that children who are eligible for Pupil Premium Funding are completing their learning. Home Learning clubs in school are being accessed by children who are eligible for Pupil Premium Funding.
Attendance for children who are eligible for Pupil Premium Funding will improve.	There will be a reduction in persistent absenteeism amongst the children who are eligible for Pupil Premium Funding. In addition, parents will discuss term time holidays in advance to ensure that the impact of these are minimised. The school will be working in partnership with parents rather than taking a punitive approach.
Children with unmet needs (both SEMH and SCAL) will receive appropriate targeted support from trained professionals.	Children who are eligible for Pupil Premium Funding with unmet needs in these areas will be receiving support from a counsellor or Speech Therapist, according to need.
Children who are eligible for Pupil Premium Funding will be accessing the full curriculum including educational visits, visitors and curriculum enhancement opportunities.	Tracking will show that children who are eligible for Pupil Premium Funding are attending visits and that they are able to participate fully in all aspects of the curriculum.

Children who are eligible for Pupil Premium Funding will be receiving additional personalised support such as 1:1 reading, maths, phonics or writing support to narrow attainment and progress gaps.	Pupil Progress Meeting minutes will show the impact of interventions, adaptations being made and the future plans for children eligible for Pupil Premium Funding. The attainment gap will be narrowed and progress will be accelerated.
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Activity in this academic year (2023-2024)

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development, literacy and numeracy.</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>(in school and home access to be provided)</p> <p>Literacy Gold</p> <p>Maths.co.uk</p> <p>T T Rockstars</p> <p>Bug Club Phonics</p> <p>Numberblocks</p> <p>(£4000 per year for licences)</p>	<p>This aligns with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches'.</p>	<p>1, 3, 10</p>

<p>Release time for PP Lead and SENCO for leadership and monitoring of PP funding and impact including staff training, observations.</p> <p>2 days per term release for PP lead. (£2000)</p> <p>0.5 days per week additional hours for SENCO. (£4000)</p>	<p>A leadership environment and school climate that is conducive to good implementation is essential to set the stage for implementation through school policies, routines and practices led by a wider team (SENCO, PP Lead and HT)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1, 3, 10</p>
<p>Professional development to support the implementation of evidence based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback</p> <p>Attendance at external training courses linked specifically to identified needs in disadvantaged pupils (1 course per teacher)</p> <p>(£2000)</p>	<p>This aligns with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches'.</p>	<p>1,3,10</p>

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
Additional Teaching Assistant support in Early Years Foundation Stage class.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,3, 10
1 hour of TA time per class per week for homework and social support.	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,3, 10
Home Learning Packs for children to support learning at home	Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3, 10
Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventionsTAs to be deployed to provide additional support for PP children (daily reading for all PP children)	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3, 10

Teacher or TA to be deployed to provide additional support for PP children (support through materials provided or adult support in all core lessons)	This aligns with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches'.	1,3,10
Pupils to have access available to Speech and Language Therapist to support SCAL needs.	Evidence that the effectiveness of collaborative and team-working approaches in supporting pupils' progress (towards varying outcomes); and of the benefits of ensuring work with external professionals was coordinated efficiently. Hillier et al., 2010, <u>Special Educational Needs in Mainstream Schools: Evidence Review</u>	1, 6, 10
Pupils to have access available to a trained counsellor to support mental health and wellbeing.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. <u>Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools</u>	6

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

Budgeted cost: £ 5,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Continued participation in Great Representations project (whole staff training on anti-racist approaches and promoting diversity) with the aim of developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects. HFL Education is an anti-racist organisation which is helping schools to grow in this regard. https://thegrid.org.uk/wellbeing/equality-and-diversity/race-equity-and-anti-racism/race-equity-and-anti-racism-introduction	9
Funding to ensure children eligible for PP funding have equal access to extracurricular activities such as sporting clubs.	The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	2
Funding to ensure children eligible for PP funding have equal access to theme days, dress up days etc.		2
Personalised ring fenced “pot” for each child linked to need.	Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957	2,3,7,8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Funding to ensure children eligible for PP funding have equal access to educational visits and visitors.	<p>Schools should remove non academic barriers to participation. Positive learning behaviours that enable pupils to access the wider curriculum benefit all pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</p>	7
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Total budgeted cost: £ 37,830