

# Pikemere Primary School Pupil Premium Strategy Statement 2023-2024



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   | Pikemere School                     |
| Number of pupils in school  | 212<br>211<br>212                   |
| Proportion (%) of pupil premium eligible pupils   | 15%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | November 2021                       |
| Date on which it will be reviewed   | July 2024                           |
| Statement authorised by   | Anthony Hughes                      |
| Pupil premium lead  | Anthony Hughes                      |
| Governor / Trustee lead   | Helen Morris                        |

## Funding overview

| Detail   | Amount                        |
|--|-------------------------------|
| Pupil premium funding allocation this academic year                                    | £32,588<br>£51,095<br>£46,800 |
| Recovery premium funding allocation this academic year                                 | £3,190<br>£3,912<br>4060      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0<br>£0<br>£0                |

|   |         |
|---|---------|
| <b>Total budget for this academic year</b>  | £35,778 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £55,007 |
|   | 50,860  |



# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Pikemere Primary School we have high expectations for all pupils in our school, and believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Pikemere Primary School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support where needed.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Enable our more disadvantaged pupils to make good- if not better- progress than their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience

- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Prepare our children fully for their next stage of schooling

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide quality first teaching in all core subject areas for all children, but especially the lowest 20%, to make good or better progress
- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Identify each child's barriers to learning, and explore research and evidence to support decisions for specific interventions/strategies
- Provide targeted intervention and support to quickly address identified gaps in learning- including the use of small group work and 1:1 tuition
- Regularly check children's progress, and adapt interventions if necessary
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

**Key Principles:**

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data
- Class teachers will identify specific intervention needs and support for individual pupils which will be reviewed at least termly
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults
- The principles of our strategy are a golden thread that run through our whole school ethos. We hope that there will be a ripple effect for all children in our school

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from initial assessments completed in Reception. |

|   |  |
|---|--|
| 2 | End of KS1 assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.  |
| 3 | Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.   |
| 4 | Through observations and discussions with staff there is evidence to suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks.   |
| 5 | Improved writing attainment for disadvantaged pupils at the end of KS2.  |
| 6 | Through discussions with staff and parents it has been identified that many pupils are finding it challenging to deal with social and emotional issues when they arise. These challenges affect some of our disadvantaged pupils, including their attainment.<br><br>Teacher referrals for support remain relatively high. 12 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with all receiving either small group or 1:1 interventions. |

## 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  |
|---|---|
| 1. Improved oral language skills and vocabulary among disadvantaged pupils.   | WellComm assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.    |
| 2. Improved reading attainment among disadvantaged pupils in KS1.   | KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.  |
| 3. For all pupils to achieve and sustain improved attendance, particularly our disadvantaged pupils.  | Attendance of disadvantaged children to be in line with the school attendance target of 97% by 2024/25.   |
| 4. Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks. | Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning. As a result of most pupils using |

|   |   |
|---|---|
|   | cognitive and metacognitive strategies effectively, they make accelerated progress.   |
| 5. Improved writing attainment for disadvantaged pupils at the end of KS2.  | KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.  |
| 6. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• SDQs show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a reduction in referrals for support for identified children.</li> </ul> |

## 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). Budget: £17,889**  
**£31,000 28,104**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Developing the effectiveness of our Phonics programme through training and the use of high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | 1,2                           |
| CPD Training for identified support staff to deliver specific intervention programmes.  | Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: <a href="#">Teaching Assistant Interventions   EEF</a>   | 1,2,5                         |
| Introduce Accelerated Reader programme  | <a href="#">EEF research</a> shows +3 months progress / year.   | 2                             |
| Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. Funding for writing CPD for each teacher through the Chancery Trust.   | The EEF guidance is based on a range of the best available evidence: <a href="#">EEF Improving Literacy in KS2</a>  | 1,5                           |
| Introduction to metacognitive and cognitive strategies  | <a href="#">EEF research</a> shows +7 months progress / year.   | 1,2,3,4,5,6                   |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1,4,5                         |

|  |  |             |
|--|--|-------------|
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF</a></p> | 1,2,3,5,6   |
| <p>CPD to develop the PP Lead's role in school</p>   | <p>Evidence from Education Endowment Foundation - <a href="#">The Guide to Pupil Premium</a></p>   | 1,2,3,4,5,6 |
| <p>CPD Improve the quality of social and emotional (SEL) learning. My Happy Mind and No Outsiders</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Social and emotional learning   EEF</a></p>        | 3,6         |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budget: **£8,945** **£16,000** **£15,500**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Targeted support for EYFS children, looking at specific WellComm targets.</p>  | <p><a href="#">EEF research</a> shows +6 months progress can be made.</p>  | 1,2,5                         |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by TA's</p> | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2                             |
| <p>Introduce Accelerated Reader programme</p>   | <p><a href="#">EEF research</a> shows +3 months progress / year.</p>   | 2                             |
| <p>Improve the quality of social and emotional (SEL) learning – purchasing of training for ELSA, Mental Health first</p>                | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with</p>  | 6                             |



|                                    |  |  |
|------------------------------------|--|--|
| aiders and use of Next Steps Cards | peers): <a href="#">EEF Social and Emotional Learning EEF Case Study Example</a> |  |
|------------------------------------|--|--|

**Wider strategies (for example, related to attendance, behaviour, wellbeing)** Budget: £8,945 £8,000 £7256

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embedding principles of good practice set out in the DfE's <a href="#">Working together to improve school attendance</a> . This will involve training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 3                             |
| Maintain and increase Home School Support Worker provision and nurture support.   | Improved links between home and school is proven in supporting the progress pupils make academically as well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis: <a href="#">Parental engagement   EEF</a> | 3,6                           |
| Support for trips and other extra- curricular activities (including residential)  | To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the trips, residential trips and other extra-curricular activities, where required, to enable accessibility for all.   | 3,6                           |
| CAT Team  | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and</a>   | 6                             |

|                   |   |      |
|-------------------|---|------|
|                   | <a href="#">Emotional Learning EEF Case Study Example</a>   |      |
| Art of Brilliance | <p>The Art of Brilliance specialises in training and development to make children a more positive, motivated and brilliant person.</p> <p><a href="#">EEF Social and Emotional Learning EEF Case Study Example</a></p> <p><a href="#">EEF Metacognition and Self-regulation</a></p> | 6, 3 |

## 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 academic years: '20-'21, '21- 22' and '22-23'.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Please see previous strategy 2020-2021 for impact data.

#### 2021-2022

##### Outcome 1:

End of year data showed that in Years 1-5:

Writing: 100% of children made progress in writing (with 93% making good/very good)  
54% were working at or above age-related expectations

Reading: 76% made progress in reading (with 58% making good/very good progress)  
55% were working at or above age-related expectations

SPaG: 81% made progress in SPaG (with 54% making good/ very good progress)  
54% were working at or above age-related expectations

Maths: 84% made progress in maths (with 45% making good/very good progress)  
55% were working at or above age-related expectations

Teachers will continue to focus on consistently delivering QFT in all areas. Live marking and feedback are encouraged from all Staff, to ensure children know their next steps, and to address any misconceptions immediately.

Staff benefited from Anthony Reddy maths CPD focusing on including manipulatives and concrete materials in class to further support children.

**Outcome 2:**

5 of our children are successfully enjoying funded music lessons in guitar or piano to enrich their individual curriculums. These lessons shall be continued into the next academic year- increasing to 7 children from September 2022.

Staff are committed to developing vocabulary in all subjects, with a focus on foundation subjects. Vocabulary is taught explicitly- with pre-teaching for the children who need it. Subject leads have included vocabulary lists on all long-term plans, and this is monitored regularly.

**Outcome 3:**

This is an ongoing target. Extra class-based 1:1 support is in place to help support pupils who struggle to self-regulate. Additionally, an adult has been tasked with leading playtime and lunchtime games, to help support children who find the more un-structured times challenging.

**Outcome 4:**

Data from Creative Action Team therapy sessions:

SDQ Data

*The Total Difficulties Score is out of 40 (10 for each of the categories) and decreases if it improves. The Pro Social score is out of 10 and measures the ability for positive social behaviour and increases if it improves. Scores are taken pre and post therapy to help assess any change made'*

| Hyper-activity | Emotional |      | Conduct |      | Peer |      | Total |      | Pro-social |      |    |
|----------------|-----------|------|---------|------|------|------|-------|------|------------|------|----|
|                | Pre       | Post | Pre     | Post | Pre  | Post | Pre   | Post | Pre        | Post |    |
| 8              | 7         | 5    | 1       | 4    | 4    | 3    | 2     | 20   | 14         | 4    | 3  |
| 9              | 9         | 0    | 1       | 4    | 4    | 2    | 2     | 15   | 16         | 9    | 6  |
| 8              | 5         | 2    | 1       | 1    | 1    | 3    | 3     | 14   | 10         | 4    | 4  |
| 10             | 9         | 4    | 3       | 0    | 0    | 1    | 4     | 15   | 16         | 10   | 10 |
| 8              | 8         | 4    | 3       | 6    | 7    | 6    | 7     | 24   | 25         | 5    | 4  |
| 8              | 5         | 2    | 1       | 6    | 4    | 0    | 0     | 16   | 10         | 5    | 7  |

| Hyper-activity | Emotional |      | Conduct |      | Peer |      | Total |      | Pro-social |      |    |
|----------------|-----------|------|---------|------|------|------|-------|------|------------|------|----|
|                | Pre       | Post | Pre     | Post | Pre  | Post | Pre   | Post | Pre        | Post |    |
| 10             | 10        | 5    | 4       | 6    | 9    | 3    | 2     | 24   | 25         | 4    | 5  |
| 1              | 0         | 7    | 6       | 0    | 1    | 2    | 0     | 10   | 7          | 5    | 7  |
| 4              | 5         | 7    | 7       | 0    | 0    | 1    | 2     | 12   | 14         | 4    | 6  |
| 4              | 3         | 5    | 4       | 0    | 0    | 0    | 0     | 9    | 7          | 9    | 10 |
| 5              | 6         | 8    | 8       | 4    | 3    | 4    | 3     | 21   | 20         | 6    | 5  |
| 0              | 2         | 9    | 5       | 1    | 1    | 1    | 0     | 11   | 8          | 9    | 9  |

From end of year data, 50% of the group improved in their 'areas of difficulty' score, and 58% improved their 'pro-social' score. It has been advised that 11 of the children continue with the Creative Action Team therapy to further develop their skills and strategies.

## 2022-2023

### Data

56% of PP children across all year groups achieved age related expectation in Reading, 44% in Writing, 75% in Grammar and 44% in Maths.

End of KS1 reading data (outcome 2) showed that 60% of PP children achieved ARE in Reading, which is lower than the 2024/25 target of 80%.

End of KS2 writing data (outcome 5), showed that 67% (2/3) children achieved ARE in writing. This is a gain lower than the 2024/25 target.

15/21 PP children across school made expected progress in Reading, 14/21 in Writing and 16/20 in Maths.

In 2023/24, Pikemere will be engaging with RADY to look at how we raise attainment for disadvantaged children. This programme will involve assessing individual needs and areas of weakness in order to accelerate progress and improve attainment. Initially, this will be trialled with a year group before being rolled out to the whole school the following year. Following extensive CPD this year, the focus next year will be on embedding good practice in teaching. Monitoring will be focussed on PP children.

### EYFS

1/5 children achieved GLD at the end of Reception. 4/5 Achieved the ELG for Word Reading and Comprehension, 2/5 for Writing and 3/5 for Number.

In Year 1, 5/5 children passed the phonics screening check. No Y2 children sat re-sits

### Attendance

In 2022/23, attendance for disadvantaged children was 93.2%. Although above the national average (92.5%), this is still below our target figure for 2024/25 of 97%.

### Cognitive Strategies

Metacognition has been rolled out across school. Bridging back is embedded across the curriculum, particularly in Maths. This is in line with the school action plan for metacognition and self-regulation.

### Wellbeing

2 staff are now trained in ELSA and 2 staff are trained to be mental health first aiders. Intervention from these staff next year will be focussed on PP children to ensure support for our most vulnerable children.

