

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Pochin School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	6% (9)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Heather Sharpe
Pupil premium lead	Heather Sharpe
Governor / Trustee lead	Kate Sheppard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12105
Recovery premium funding allocation this academic year	£2000
School Based Tutoring Funding	£1013
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	£15118

Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal for all disadvantaged pupils at The Pochin School is to allow these pupils to reach beyond the attainment of non-disadvantaged pupils so as to establish a secure educational pathway, leading to greater successes in the future.

The Pochin School Pupil Premium plan endeavours to promote secure reading ability for all, identify gaps in English writing and maths as early as possible, implement structured support to bridge gap identified and build success and confidence, to establish pupils with a resilience and calmness to allow them to learn and thus flourish.

The Pochin School works on the basis that a child needs to feel secure and happy to be able to learn. By achieving this, a pupil will be able to receive the identified support to bridge gaps and accelerate their attainment. Consequently, these pupils will be able to overcome the disadvantage experienced.

Challenges

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

Challenge number	Detail of challenge
1	To support removing gaps in reading/phonics for pupils eligible for PP in Reception and Key stage 1.
2	To removing gaps in maths due to missed schooling for pupils eligible for PP across all years, particularly looking at the impact on children in Key Stage 2.
3	Allow pupils to develop confidence and resilience in their learning that may have been eroded due to school closures.
4	To improve the quality of teaching of English and maths across all classes with a focus on PP children.

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
Areas of need are identified early and effective plans are used to close the gaps in learning.	<ul style="list-style-type: none">• Baseline assessments identify target groups.• Whole class teaching addresses key starting points.

	<ul style="list-style-type: none"> • Targeted groups and individuals have appropriate support planned and in place.
Phonics – pupils grouped in appropriate abilities taught at the level required to enable them to make rapid progress from starting point.	<ul style="list-style-type: none"> • Staff trained and up to speed with the delivery of RWI as new system. • Children grouped into appropriate levels (cross year group) • <input type="checkbox"/> Reading books match phonic ability (including ditties)
Maths – pupils to have covered gaps to enable them to confidently access work at the appropriate level for their year group.	<ul style="list-style-type: none"> • Teachers know gaps to be addressed from previous years • Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths and writing. to bring them back to or close to age-related expectations. • Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions. • <input type="checkbox"/> Ready to Progress materials used to support additional interventions that underpins progression.
Improve the quality of teaching through coaching.	<ul style="list-style-type: none"> • For ECT to be coached and supported by experienced staff in school. They will learn to highlight gaps in learning, assessing pupils learning, plan and reshape planning to meet pupils needs, to support pupils becoming resilient learners.
Pupils to develop self reflection and resilience when learning.	<ul style="list-style-type: none"> • The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.

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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baselines Conduct baseline assessments to identify target groups at the start of the academic year.</p> <p>Whole class teaching addresses key starting points - ensure staff kept up to date with whole class strategies of support for all (staff meetings, CPD, Teaching & Learning Project,).</p> <p>Coaching of ECT by experienced staff with a focus on English and maths.</p>	<p>If you don't know starting points, you aren't able to put in appropriate supports.</p> <p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils.</p>	1,2,3,4
<p>Phonics Staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years) Matching & monitoring of reading books to phonic ability (inc ditties)</p>	<p>EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	1,2,3,4
<p>Staff development on metacognition.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress),</p>	1,2,3,4

Including staff meeting and coaching.	although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English</p> <p>Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths. (e.g. Third Space) to bring them back to or close to age-related expectations.</p> <p>Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.</p>	<p>EEF – Pixl diagnoses development areas from the outset, provides small group tuition.</p> <p>EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	1,2,3,4
Phonics intervention in Key Stage 1	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1,2,3,4

School Led Tutoring

Indicative funding for funding 2021/2022 - £1013

This is 75% of the funding for 5 pupils to receive 15 hours of tutoring each. This will be topped up by £338 from the recovery premium funding. TOTAL - £1349

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention	EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	1,2,3,4
Maths Intervention	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,3,4
English Intervention	EEF - Small group tuition and pre-teaching is effective; the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,2,3,4

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

Budgeted cost: £ 1869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all PP children have access to extra-curricular and curriculum enhancing experiences (residential, after school clubs, and ELSA support if needed)</p>	<p><i>Based on a 6 year research project 'Learning Away'–</i></p> <p>Improving students' knowledge, skills and understanding In long-term follow-up studies, 82 per cent of KS2 pupils said their teachers and lessons on the residential helped them to learn.</p> <p>Improving students' resilience, self-confidence and wellbeing 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</p> <p>Boosting cohesion and a sense of belonging 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</p> <p>Homework clubs provide vital support for children who do not otherwise have the help that they need. – Govt study</p>	<p>Cost residential.</p>

Total budgeted cost: £ 15118

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 2020 to 2021 academic year.

Aim - All PP pupils to make good or better progress in reading, writing and maths.

The average PP progress was broadly in line of above the progress of a non-pupil premium child.

All PP children (apart from three) made progress in line with their peers or often above their peers.

All three PP children who did not make progress in line with their peers also have complex SEND needs. Two pupils also had further support from ELSA trained TA for emotional wellbeing support, while one also benefited from a 1:1 for support.

Aim - Ensure all PP children have access to extra-curricular and curriculum enhancing experiences (residential and after school clubs).

All pupils had access to extra-curricular experiences at school and were supported in costs through the school funds.

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