

Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Programme Premium 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	The Pochin School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	5% (7)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
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	£10720
Recovery premium funding allocation this academic year	£2000
School Based Tutoring Funding	£1458
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	£14178

Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal for all disadvantaged pupils at The Pochin School is to allow pupils to reach at least 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 the gaps 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 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 phonics for pupils eligible for PP in Reception and Key stage 1.
2	To remove gaps in maths due to missed schooling for pupils eligible for PP across all years, particularly looking at the impact on children in KS2.
3	Allow pupils to develop confidence and resilience in their learning that may have been eroded due to missed learning opportunities due to Covid.
4	To improve quality first 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 in English reading, writing and maths and	<ul style="list-style-type: none">• Baseline assessments identify target groups.

<p>effective quality first teaching is used to close the gaps in learning.</p>	<ul style="list-style-type: none"> • Whole class teaching addresses key starting points. • Targeted groups and individuals have appropriate support planned and in place.
<p>Phonics – disadvantaged pupils to pass Year 1 phonics screening in line with their peers.</p>	<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) • Reading books match phonic ability (including ditties)
<p>Maths attainment for disadvantaged pupils to be in line with their peers.</p>	<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 to bring them back to age-related expectations. • Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.
<p>Improve the quality of teaching through coaching.</p>	<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.
<p>Pupils to develop self-reflection and resilience when learning.</p>	<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

Budgeted cost: £4220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline 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 keep up to date with whole class strategies of support for all (staff meetings, CPD, TRGS – focus on LAP writing)</p> <p>Coaching of ECT by experienced staff with a focus on English and maths.</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<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> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

<p>Staff Development Developing Quality first Teaching for all staff through TRGs, staff training, CPD sessions.</p> <p>Curriculum and knowledge development through attending BEP development sessions.</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>Staff development on metacognition. Including staff meeting and coaching.</p>	<p>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.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

Targeted academic support

Budgeted cost: £ 5000

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 to bring them back to or close to age-related expectations.</p> <p>Pre-teaching to support eligible individuals to access</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>	<p>1,2,3,4</p>

content of maths lessons within whole class mastery sessions.		
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

Budget Cost - £3458

School Led Tutoring Funding 2022/2023 - £1458 (75% of the funding for 9 pupils to receive 135 hours of tutoring in total)

Recovery premium funding - £2000

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
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Wider strategies

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP children have access to extra-curricular and curriculum enhancing experiences (residential, after school clubs, and ELSA support if needed)	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Homework clubs provide vital support for children who do not otherwise have the help that they need. – Govt study</p>	3

Total budgeted cost: £ 14178

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 2021 to 2022 academic year.

Intended Outcomes:

1) Areas of need are identified early and effective plans are used to close the gaps in learning.

Many of the PP children have made above expected progress in many areas of the curriculum, therefore closing the gaps.

33% of PP children made above expected progress in Maths.

44% of PP children made above expected progress in Grammar, Punctuation and Spelling.

55% of PP children made above expected progress in Reading.

44% of PP children made above expected progress in writing.

2) Phonics – pupils grouped in appropriate abilities taught at the level required to enable them to make rapid progress from starting point.

All pupils made rapid progress expect those that had more complex SEND needs.

3) Maths – pupils to have covered gaps to enable them to confidently access work at the appropriate level for their year group.

All PP children are working at their age appropriate level expect 2 children who were unable to access work at their year group level. Both children are SEND with complex needs.

4) Improve the quality of teaching through coaching.

89% of all PP children made accelerated learning and closed the gap in at least one subject areas (Reading, Writing, GAPS and Maths). 55% of PP children made it in more than one subject.

5) Pupils to develop self-reflection and resilience when learning.

All PP children had access to extra-curricular experiences at school and were supported learning resilience and self-reflection. 100% of pupils said they felt that they reflect more on their own learning and have greater resilience as they don't give up when they struggle as they have a greater repertoire of tools to support themselves when learning.

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
Read Write Phonics	Ruth Miskin