

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Programme Premium 2023 to 2024 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	134
Proportion (%) of pupil premium eligible pupils	5% (7)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2025/2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
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	£10185
Recovery premium funding allocation this academic year	£2000
School Based Tutoring Funding	£472
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12657

# 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	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.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Across the school 50% of disadvantaged pupils meet age related expectations compared to 77% of other pupils.
3	Our assessments, observations and discussions with pupils and families indicate that disadvantaged pupils are less confidence and resilience in their learning that may have been eroded due to missed learning opportunities due to Covid and poor/ limited attendance.
4	Internal and external assessments indicate that English attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with differences greater in areas of above expected standards.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. 43% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Phonics – disadvantaged pupils to pass Year 1 phonics screening in line with their peers.	<ul style="list-style-type: none"> <li>• Staff trained and up to speed with the delivery of RWI as new system.</li> <li>• Children grouped into appropriate levels (cross year group)</li> <li>• Reading books match phonic ability (including ditties)</li> <li>• Pass rate of disadvantaged pupils in line with peers 2023/2024.</li> </ul>
Maths attainment for disadvantaged pupils to be in line with their peers.	<ul style="list-style-type: none"> <li>• Teachers know gaps to be addressed from previous years</li> <li>• 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.</li> <li>• Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions.</li> <li>• Number of disadvantaged pupils reaching age related expectations in line with peers 2024/2025.</li> </ul>
Pupils to develop self-reflection and resilience when learning.	<p>Sustained high levels of confidence and resilience demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Areas of need are identified early in English reading, writing and maths and effective quality first teaching is used to close the gaps in learning.	<ul style="list-style-type: none"> <li>• Baseline assessments identify target groups.</li> <li>• Whole class teaching addresses key starting points.</li> <li>• Targeted groups and individuals have appropriate support planned and in place.</li> <li>• Number of disadvantaged pupils reaching age related expectations in</li> </ul>

	<p>English reading and writing in line with peers 2024/2025.</p> <ul style="list-style-type: none"> <li>• Number of disadvantaged pupils reaching above age related expectations in English reading and writing in line with peers 2025/2026.</li> </ul>
<p>Improve the quality of teaching through coaching.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Sustained high attendance by 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• Sustained high attendance by 2025/26 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0%.</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

Budgeted cost: £4657

*Recovery premium funding - £2000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Baseline</b></p> <p>Use standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>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>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p><a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF – Mastery approach to learning is a promising strategy for lower attaining pupils.</p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
<p><b>Phonics</b></p>	<p>EEF – Structure approach to phonics has been consistently found to be effective in</p>	<p>1,2,3,4</p>

<p>Staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years) Matching &amp; monitoring of reading books to phonic ability (inc ditties)</p>	<p>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><a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
<p><b>Staff Development</b> 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>We will fund teacher release time to embed key elements of guidance in school and to access BEP resources and CPD</p> <p>Use standardised diagnostic assessments to ensure pupils are on the correct reading book for their level.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups.</p> <p><a href="#">1. High-quality teaching   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf</a> <a href="http://publishing.service.gov.uk">(publishing.service.gov.uk)</a></p> <p>OFSTED have provided documents to support the teaching of many foundations subjects that should be implemented.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support and they are on the right level of book for their needs.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>

<p>Staff development on metacognition. Including staff meeting and coaching.</p> <p>This will be reflected in the schools approach to developing the Pochin Values focussing on perseverance and confidence.</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><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3,4</p>
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## Targeted academic support

Budgeted cost: £ 3000

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 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>	<p>1,2,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers</p>	<p>1,2,3,4</p>

who require further phonics support.	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.	
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## School Led Tutoring

Budget Cost - £3000

School Led Tutoring Funding 2023/2024 - £472

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

Budgeted cost: £ 2000

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><b>Improving students' knowledge, skills and understanding</b> 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><b>Improving students' resilience, self-confidence and wellbeing</b> 78 per cent of KS2 pupils felt more confident to try new things they would not have done before the residential.</p> <p><b>Boosting cohesion and a sense of belonging</b> 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Homework clubs provide vital support for children who do not otherwise have the help that they need. – Govt study</p>	3
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

**Total budgeted cost: £ 12657**

## 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 2022 to 2023 academic year.

***We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.***

***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.

57% of PP children made above expected progress in Maths.

14% of PP children made above expected progress in Grammar, Punctuation and Spelling.

14% of PP children made above expected progress in Reading.

43% 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 disadvantaged pupils passed their phonics tests and have reading books closely matched to their ability.

***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.

However, both children made significant progress closing the gap. One child also has significant SEND needs.

***4) Improve the quality of teaching through coaching.***

60% of all PP children achieved combined age-related expectations in the core subjects of reading, writing and maths. Those pupils that did not achieve the expected standards showed significant improvements in their knowledge and closed the gap with their peers.

***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 although those pupils that had poor attendance did not have such a positive attitude towards themselves compared with other pupils.

## 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*

<b>Programme</b>	<b>Provider</b>
Read Write Phonics	Ruth Miskin