

Pupil premium strategy statement

This statement details our school's use of pupil premium (and National Tutoring Programme Premium 2024 to 2025 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	11% (8)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Mel Evans
Pupil premium lead	Mel Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
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	£13,320

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	Our assessments, observations and discussions with pupils and families indicate that disadvantaged pupils are less confident and resilient in their learning that may have been eroded due to missed learning opportunities due to poor/ limited attendance.
3	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 43% of disadvantaged pupils have been 'persistently absent'.
4	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with differences greater in areas of above expected standards.
5	Internal and external assessments in problem solving and reasoning indicate that attainment for disadvantaged pupils is below that of non-disadvantaged pupils
6	Internal and external assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

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 effective quality first teaching is 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. • Targeted groups and individuals have appropriate support planned and in place.
Phonics – disadvantaged pupils to pass Year 1 phonics screening in line with their peers.	<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)
Maths attainment for disadvantaged pupils to be in line with their peers.	<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.
Improve the quality of teaching through coaching.	<ul style="list-style-type: none"> • For ECTs 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.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Baseline</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>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>	1,2,3,4
<p>Phonics</p> <p>Staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years)</p> <p>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>	1,2,3,4

Staff Development Developing Quality first Teaching for all staff through TRGs, staff training, CPD sessions. Curriculum and knowledge development through attending BEP development sessions.	EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Attendance Work in collaboration with Trust Attendance and Welfare Team	EEF and DfE confirm parental engagement in overcoming barriers to attending school regularly has high impact.	1,2,3,4

Targeted academic support

Budgeted cost: £ 6060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English 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. Pre-teaching to support eligible individuals to access content of maths lessons within whole	EEF – Pixl diagnoses development areas from the outset, provides small group tuition. 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

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

Wider strategies

Budgeted cost: £ 2260

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: £ 13,320

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 2023 to 2024 academic year.

Intended Outcomes:

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

All pupils passed the Phonics Screening Test in the 2023/24 academic year

- 2) Maths attainment for disadvantaged pupils to be in line with their peers.***

Gaps are closing between disadvantaged and non-disadvantaged pupils but this continues to be an area for development within the school. Outcomes by the end of Key Stage are improving and the gap is narrowing. Progress from book looks show that disadvantaged pupils make good progress and that there are no visible gaps between these pupils and their peers. We are confident that the actions outlined above are the right actions for us to take and will have the best impact for our pupils.

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

Pupil voice and classroom visits demonstrate that children are developing self-reflection and resilience. Many of our disadvantaged pupils applied for leadership roles in our school and were successful. This contributes to their self-reflection and resilience as well as building confidence and high aspirations.

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

The ECT2 has successfully completed the probationary period and was part of the Leicestershire and Rutland Teaching Hub working group for ECTs. She was also recommended by the above-mentioned hub to take part in the mentor training for future ECTs. She demonstrates leadership potential and it is planned that she will coach and mentor an ECT in the next academic year.

- 5) 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.***

Progress for disadvantaged pupils showed continued improvement through gap analysis and targeted teaching. However, although outcomes in combined attainment remain a challenge by the end of Key Stage 2.

6) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

A significant proportion of disadvantaged pupils were persistently absent. This continues to be a focus for the school.

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