

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	Review 2021-2022	Review 2022-2023	Review 2023-2024
School name	Pike Fold Community Primary School			
Number of pupils in school	460	442	438	
Proportion (%) of pupil premium eligible pupils	32%	28%	29.2	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024			
Date this statement was published	December 2021	December 2022		
Date on which it will be reviewed	September 2022	September 2023		
Statement authorised by		R F H		
Pupil premium lead		AM		
Governor / Trustee lead		S H		

Funding overview

Detail	2021-2022	2022-2023	2023-2024
Pupil premium funding allocation this academic year	£226,774	£234,967	
Recovery premium funding allocation this academic year	£22,249	£22,765	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£249,249	£257,732	

Part A: Pupil premium strategy plan

Statement of intent

At Pike Fold we want our children to sparkle and stand out to be the best that they can be, regardless of their starting point or barriers to learning and achievement that may stand in their way. Simply spending more on children will not affect change, however, focused intervention and building on skills, knowledge and understanding of the world should help to raise and improve their learning and aspirations. There is no direct link between spending on schools and outcomes for pupils.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through CPD opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Review of data re Disadvantaged children in reading.

Baseline - start of year - 26% of disadvantaged children were attaining ARE in reading.

Summer - end of term - 59% of disadvantaged children were attaining ARE in reading.

Baseline - start of year - 17% of disadvantaged children were attaining ARE in maths.

Summer - end of term - 54% of disadvantaged children were attaining ARE in maths.

This information was based on whole school assessments.

Challenges

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

Challenge number	Detail of challenge
1	<i>Low level parental engagement in reading – lack of support / resources for education</i>
2	<i>Academic support</i>
3	<i>Level of mobility, attendance and punctuality for some children.</i>
4	Underdeveloped language skills impede access to curriculum and independent learning strategies
5	Pupils emotional and social needs are not currently met so that accelerated progress has not been made
6	Low aspirations/ value for education
7	Lack of extended family support
8	Children having the necessary skills to be effective learners
9	Limited access to enrichment opportunities

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	Review 2021-2022	Review 2022-2023	Review 2023-2024
Narrow the attainment gap between advantaged and disadvantaged pupils	Individualised support for eligible children Gap decreases due to support	Covid impact		
Increase attainment in phonics	Meet or exceed national standards	77% (+9%)-Covid impact		
To improve progress in reading and writing	Above national average progress in reading and writing.	+ 1.3 R +0.4 W Unvalidated		
Improve attendance of disadvantaged pupils	Targeting disadvantaged children to attend Magic Breakfast Club to improve attendance of	92.2% Impact of covid (+0.7%)		

	disadvantaged children to above 96%			
Regular staff development. Support for identified children when needed to ensure progression towards fulfilling their potential.	All staff to be up to date with relevant initiatives to support the educational and emotional development of all learners.	CPD document to ensure coverage as required		
Improved attitudes to learning .	Reduction of red behaviour incidents through positive reinforcement of behaviour strategy of 'Good to be Green'	Cpoms summary-see additional notes		

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: £ 110,000 2022/3= £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021-2022
<i>Upskill support staff and teachers with appropriate approaches and pedagogy through CPD - teaching interventions and mentoring and coaching</i>	Additional CPD for staff - bespoke programme for staff linked to needs of practitioner and learning needs of children – teaching is the top priority. Looking at the capacity of staff through school, support staff need to be upskilled in teaching and delivering interventions to children as well as supporting less experienced members of staff.	2,4,5,6,7	CPD budget has been allocated to ensure training for all staff meets the current requirements of the pupils at Pike Fold. National College on line learning was in place during Covid and moving forward. In house training/coaching from subject specialists SSP Little Wandle Letters & Sounds training.
<i>Increases capacity of adults in specific year groups to provide personalised interventions and favourable staff to pupil ratios to improve progress</i>	Interventions (including 1:1 and small group) delivered by teachers and support staff. As size of a class or teaching group becomes smaller, the range of approaches a teacher can employ and the amount of time a teacher can spend per pupil will increase , improving outcomes for pupils	2,5,6,7	TA's work with small groups of children - Provision Map used to identify children needing extra support and what support they receive. PP children identified and were supported with extra tuition through NTP. C&L targeted in EYFS by allocated intervention support

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39,000 2022/3=£47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021-2022
<p><i>Target disadvantaged pupils using school data and provide one to one or small group support to close the gap</i></p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,3,4,5,7</p>	<p>Teacher employed to work with identified groups of children before and after school – to raise attainment in core subjects.</p> <p>Focused phonics intervention groups for any child that is off track in phonics – accelerated progress.</p> <p>PP children (many children in this group are new to school or country) work with experienced TA in Little Wandle – Letters & Sounds Rapid Catch Up</p>

<p>25 children to receive 1:1 catch up provision from qualified tuition teacher 30 hours @ £650 per child x 25 =£16250</p>	<p>Having analysed our cohorts through data collection and PP meetings we have identified that the Year 5 cohort need support to address gaps in reading and writing. Due to Covid we have identified that maths and times tables in year 4 has some gaps that could be effectively addressed through intensive tuition We have also identified that some children in the year 4 and 5 cohort as needing intervention and therefore will access intensive tuition from a qualified teacher employed to work with smaller groups.</p> <p>Baseline percentages show 38% PP children on track for reading ARE and 34% PP children on track for maths ARE</p>		<p>Improved progress in reading and writing up to 60% for Dis Adv groups.</p> <p>Y4 Times tables intervention showed improvement from 35% cohort achieving in September to 82% achieving by June</p> <p>Through intervention and tuition (catchup)</p> <p>PP group achieved 62% in reading and writing</p>
<p>IT enhancements /opportunities</p>	<p>Children to have access to high quality IT equipment and provision to ensure relevant and effective accessibility to the curriculum in all areas. Children to have access to IT equipment to support their learning and reinforce knowledge of times tables in preparation for the MTC. Provision of IT enhancement which they may not otherwise have experience of to consolidate learning. Children to have access to IT equipment for home learning where computing and the internet is not available.</p>		<p>Chromebooks were purchased to support home learning for pupils who were unable to attend due to isolation. Chromebooks were also used for pupils without access to the internet. Software purchased to enhance home/school learning inc. TTRS Mathletics Spelling Shed Nessy Clicker 7</p>
<p><i>SALT (Provide Speech & Language teacher full</i></p>	<p>Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more</p>	<p>3,4,7</p>	<p>Numbers not reducing due to new intakes of children.</p>

<p><i>time, to work with children throughout school with S&L difficulties).</i></p> <p><i>S&L teacher and trainee @ 26000 and 18000</i></p>	<p>clearly, positively impacting on their reading and writing work. Pupils converse freely and confidently with their peers and other adults</p>		<p>CL has deteriorated due to the impact of Covid - school have provided a full time S&L support to screen and provide a programme of learning to improve and enhance S&L.</p> <p>EYFS shift in focus to prime areas of learning enabling staff to engage more frequently with pupils developing S&L.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2021-2022
<p><i>Family champion (JS) appointed to work with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</i></p> <p>TA L5 Enhanced - £23,546</p> <p><i>Attendance Officer to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.</i></p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. • Bereavement counselling for parents and children. 	<p>pp restricted Jo and Janine to work with parents parent pledge meeting</p>	<p>Pastoral lead and Family Liason employed to improve persistent absenteeism of children inc PP group.</p> <p>Our Parent Pledge dictates that we aim to improve the relationships between parents, children and school, whilst understanding the reasons why children are absent from school and how we can support parents to ensure this does not continue.</p> <p>Improved professional relationships between parents and school ensures that those caring for children feel more comfortable when liaising with school about the external factors which may contribute to a child being absent.</p> <p>A huge factor relating to the overall attendance and that of PP children being below NA at this point in time is subject to interpretation however, there</p>

			<p>have been many families, from the PP groups and since Covid, who have been taking extended holidays during term time.</p> <p>Reasons for this include families not having had holidays since the start of Covid and alongside this, the price of family holidays being much cheaper during term time.</p>
Emotional support for vulnerable children	Specialised Sports provision to support emotional and academic learning	3,5,6	'Move to Improve' workshop/sessions delivered in KS1 and Positive Values workshops delivered in KS2 by experienced coach.
Provide pupils with the opportunity to attend our Magic Breakfast Club and to engage with activities such as TTRS and Spelling Shed	<p>Providing the opportunity for children who may not normally receive an adequate breakfast with a nutritional start to the day will help children with focus and attention during learning.</p> <p>To provide a nurturing, warm environment for children to socialise with peers.</p>	1,3,5,7	<p>Magic breakfast club no longer meets the needs of our pupils and has been replaced by our Breakfast Club.</p> <p>Breakfast Club is heavily subsidised ensuring families from school can access.</p> <p>Newly appointed pastoral support ensures one to one contact with vulnerable pupils each day.</p> <p>If required small groups of children are supported over break times providing a small snack and a safe nurturing environment .</p>
Special incentive days to enhance learning experiences and enrich their curriculum. Subsidy of trips or enhancement projects (offering experiences that may	<p>Improved attendance and attitudes towards learning.</p> <p>Lack of experiences have hampered an expected depth of vocabulary and understanding of the world</p> <p>A broad, balanced and engaging curriculum to enhance life experiences. All children to have the opportunity to attend a residential.</p>	3,5,6	<p>Attendance is an ongoing issue due to Covid.</p> <p>School continues to ensure that all children have a broad, balanced and engaging curriculum.</p> <p>Where budget allows, children will continue to have additional experiences in school and out of school.</p> <p>Winter and Summer Fun Days helps to improve experiences.</p>

otherwise be lacking) Promote and reward a positive attitude to learning.			Pantomime (Whole school visit) Residential - heavily subsidised. Class trips for all children - free to all children 20/21. 22/23 will need voluntary contributions.
- Individualised support for eligible children identified as falling behind (tailored to eligible children's needs as they arise ie clothing and equipment for school)	Children have the required uniform and equipment to ensure they are not disadvantaged due to financial restraints – improved confidence	3,5,6	Pre - loved established at no cost to parents. School uniform given to new arrivals and most disadvantaged families. P.E kits were bought for all children in years 5&6 and jogging pants provided for all children. Equipment for residential was purchased for vulnerable pupils.

Total budgeted cost: £ 100,000+ £110,000 +£39,000=£249,000

2022-2023= £110,000+ £47,000+ £100,000=£257,000

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.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
TTRS	
Accelerated Reader	
Manchester Music service	cancelled in summer 2021
Mathletics	
Spelling Shed	
Nessy	
Purple Mash	
Education City	
Letter Join	

Further information (optional)

Sutton Trust Toolkit to Improve Learning Summary Overview Below is a summary from the Sutton Trust study which compares the effectiveness of different kinds of expenditure to improve learning. This tool can be used as a reference to support planned expenditure to narrow the gap most effectively.

Approach	Potential gain	Cost	Overall cost benefit
Effective feedback	+9 months	££	Very high impact for low cost
Meta cognition & self regulation strategies	+8 months	££	High impact for low cost
Peer tutoring/peer assisted learning	+6 months	££	High impact for low cost
Early intervention	+6 months	£££££	High impact for very high cost
One to one tutoring	+5 months	£££££	Moderate impact for very high cost
Homework	+5 months	£	Moderate impact for very low cost
ICT	+4 months	££££	Moderate impact for high cost
Assessment for learning	+3 months	££	Moderate impact for moderate cost
Parental involvement	+3 months	£££	Moderate impact for moderate cost
Sports participation	+3 months	£££	Moderate impact for moderate cost
Summer Schools	+3 months	£££	Moderate impact for moderate cost
Reducing class size	+3 months	£££££	Low impact for very high cost
After school programmes	+2 months	££££	Low impact for moderate cost
Individualised instruction	+2 months	££	Low impact for low cost
Learning styles	+2 months	£	Low impact, low or no cost
Arts participation	+1 month	££	Very low impact for moderate cost
Performance pay	+0 months	£££	Very low/no impact for moderate cost
Teaching assistants	+0 months	££££	Very low/no impact for high cost
Ability grouping ±	±1 month	£	Very low or negative impact for very low or no cost
Block scheduling and timetabling (sec)	±1 month	£	Very low or negative impact for very low or no cost
School uniforms	±1 month	£	Very low or negative impact for very low or no cost