

Pupil premium strategy statement – Pocklington Infants

Updated 25th July 2024

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	259 (incl N)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Governors
Pupil premium lead	Dr L Bartram
Governor / Trustee lead	Mrs Hewitt / Mrs Moore

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,602
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,602

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using PP funding it is important to consider the context of the school and the challenges faced by pupils. Research based evidence (e.g. EEF) is used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning can be less support at home, weak CLL skills, SEMH, behaviour and attendance difficulties. There may also be complex family situations that prevent a child from flourishing. Our vision is to have 'happy children, loving learning'. To achieve this, we support children's mental health as we believe that pupils need to be 'ready to learn', as well as supporting their cognitive / learning needs. We want to narrow the attainment gap between disadvantaged and non-disadvantaged peers so that all PP children meet or exceed ARE expectations. We aim to do this through our ELSA support; quality first teaching; ensuring all teaching is at least good; single year group classes; teaching assistants in each class; support payment for activities/educational visits; uniform grant, clubs and interventions. When making decisions on appropriate use of PP funding we recognise that not all children eligible for PP funding are disadvantaged. We also know that not all eligible pupils apply for PP funding. We reserve the right to allocate the PP funding to support any pupil or groups of pupils the school has identified as disadvantaged. PP funding will be allocated based on need, with limited funding and resources not all children will be in receipt of PP funded interventions at one time

Challenges

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

Challenge number	Detail of challenge
1	To improve Speech Language and Communication skills
2	To improve basic calculation skills
3	To improve Handwriting transcription skills
4	To improve CEW spelling skills
5	To improve and support MHWB and PSED (self-regulation)

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
Improvement in GLD of CLL at the end of EYFS	GLD will be equivalent to or greater than national
Improvement in Writing	GLD will be equivalent or greater than national

	End of KS1 data will be equivalent to or greater than national
Improvement in calculation skills	GLD will be equivalent or greater than national End of KS1 data will be equivalent to or greater than national
Improved MHWB	Number of children with 'worries' and needing regular ELSA support reduces.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CLL CPD	EEF preparing for literacy improving communication, language and literacy in early year states the importance of prioritising communication and language development and using a balanced approach to early reading. https://educationendowmentfoundation.org.uk/tools/guidancereports/preparing-for-literacy/ Chatta training across the school. Appointment of SEND TA focusing on CLL. Service level agreement with Bridge Speech and Language.	1
Handwriting / Fine Motor skill CPD	Training by ERYC SaPTS team for TA's and Teachers	3
EYFS CPD	Training for EYFS staff on new statutory framework. Participation in EEx project. Support from Early Years Officer. EEF toolkit finds that on average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment.	5
Intervention resources	EEF preparing for literacy improving communication, language and literacy in early year states the importance of prioritising communication and language development and using a balanced approach to early reading. NELI, TalkBoost, RWINC. https://educationendowmentfoundation.org.uk/tools/guidancereports/preparing-for-literacy	1
CPD Maths	Introduction of maths mastery to support fluency. Teacher CPD from NCETM, WRM. Involvement of Maths Hub. Online resources for teachers / TAs to support teaching of each unit.	2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions	Small group provision of research-based interventions. Working in smaller groups has been demonstrated (EEF toolkit) to improve pupils' progress. EEF toolkit provides guidance to schools on the best practice use of TA's to support teaching and learning. https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants https://educationendowmentfoundation.org.uk/projectsand-evaluation/projects/nuffield-early-languageintervention/ https://ican.org.uk/media/2970/actt_report.pdf https://chattalearning.com/research/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/	1-4
ELSA support	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	5

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

Budgeted cost: £ 2,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trip and club costs	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	1 and 5
School uniform vouchers	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	5
Attendance monitoring		5

Total budgeted cost: £ 42,602

Part B: Review of the previous academic year

This table details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Aim	Outcome
Progress in Reading	74% expected level at end of Year 2
Progress in Maths	60% expected level at end of Year 2
Progress in writing	38% expected level at end of Year 2
Progress in phonics	96% of Year 1 pupils achieved the cut score. 98% of Year 2 pupils achieve the cut score.
Progress in attendance	Pupil Premium 94% attendance SEN 95% attendance EHCP 92% attendance Whole school attendance 94%
GLD at end of EYFS	68% of children achieved a GLD at the end of Reception 70% Word Reading 70% in Writing (57% of pupil premium children) 95 % in Number 92% Listening and Attention and Understanding 91% Speaking

This table details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Aim	Outcome
Progress in Reading	55% expected level at end of Year 2
Progress in Maths	66% expected level at end of Year 2
Progress in writing	53% expected level at end of Year 2
Progress in phonics	73% of Year 1 pupils achieved the cut score. 94% of Year 2 pupils achieve the cut score.
Progress in attendance	Pupil Premium 93% attendance SEN 93% attendance EHCP 88% attendance Whole school attendance 93%
GLD at end of EYFS	58% of children achieved a GLD at the end of Reception 83% Word Reading 63% in Writing 88 % in Number and Numerical Patterns 89% Communication and Language

This table details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

Aim	Outcome
Progress in Reading	43% expected level at end of Year 2
Progress in Maths	45% expected level at end of Year 2
Progress in writing	27% expected level at end of Year 2
Progress in phonics	55% of Year 1 pupils achieved the cut score 95% of Year 2 pupils achieve the cut score
Progress in attendance	Pupil Premium 91% attendance Free school meal 90% attendance EHCP 87% attendance SEN Support 92% attendance Whole school attendance 93%
GLD at end of EYFS	63% of children achieved a GLD at the end of Reception 85% Word Reading, 83% in writing, 77 % in Number and Numerical Patterns, 75% Communication and Language

This table details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Progress in Reading	Covid and multiple lockdowns impacted pupils expected progress. No end of KS1 results are available to publish. Based on teacher assessment pupils attainment at the end of Year 2 was approximately 40% below previous years (39% reading, 40% writing, 56% maths).
Progress in Maths	
Progress in writing	
Progress in phonics	72% of Year 1 pupils achieved the cut score on the 2019 PSC paper in May 2021. 95% of Year 2 pupils achieve the cut score on the 2019 PSC paper in May 2021.
Progress in attendance	Disadvantaged pupils were offered a place in school during lockdown. Those who took up the place had good attendance.
GLD at end of EYFS	63% of children achieved a GLD at the end of Reception, with 77% achieving GLD in Reading, 67% in writing, 79% in Number and 69% in CLL

Outcomes for disadvantaged pupils

EYFS: No difference between boys' and girls' outcomes. The proportion of disadvantaged children achieving a GLD is lower than that seen nationally and much lower than the overall national level. There were no children in the cohort with an Education, Health and Care Plan but children at SEN support achieved well.

End of KS1:

- 50% of Pupil premium met ARE in Maths, 58% of SEND pupils met ARE in maths, 75% of EAL pupils met ARE in maths.
- 40% of Pupil premium children met ARE in Reading, 33% of SEND pupils met ARE in reading, 50% of EAL pupils met ARE in reading
- 20% of Pupil premium met ARE in Writing, 25% of SEND pupils met ARE in writing, 50% of EAL pupils met ARE in writing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Chatta	www.chattalearning.com
TalkBoost	www.speechandlanguage.org.uk
NELI	www.teachneli.org
Mastering Number	www.ncetm.org.uk
White Rose Maths	www.whiteroseeducation.com
Master the curriculum	www.masterthecurriculum.co.uk
Read Write Inc	www.ruthmiskin.com