

Icknield Walk First School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, as well as information about our use of recovery premium for the 2024-25 academic year.

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	Icknield Walk First School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 24 - 27
Date this statement was published	September 2024
Date on which it will next be reviewed	July 2025
Statement authorised by	Jane Sherwood
Pupil premium lead	James Taylor
Governor	Kate Hackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52820
Recovery premium funding allocation this academic year	£ 806 (summer term 2024)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53626

Part A: Pupil Premium Strategy Plan

Statement of intent

At Icknield Walk First School we want to make sure that all of our children love learning and are motivated to make as much progress as possible. We know that this can be achieved through a creative and exciting curriculum delivered by excellent teachers, with the use of quality support staff in the classrooms. We focus on training and supporting our classroom teams so they can teach as well as they can. We organise our curriculum so it is as motivational and rewarding as possible for the children. We focus on the individual needs of every child and aim to tailor additional support to meet their needs.

We know that many children in receipt of Pupil Premium face more barriers to achieving than their peers and so in order to ensure we focus on these children, the senior leaders hold termly Pupil Premium Progress Meetings with each classroom team. In these meetings, we identify areas where a child may need further support or requires specific resources in order to be successful. We find that children often need additional support in the classroom. We therefore use some of the PP grant to ensure that we have enough quality staff in our classrooms, to allow disadvantaged children additional opportunities to work alongside staff on a 1 to 1 and small group basis; focussing upon specific areas in which they require further support to meet the expected and, in some cases, the higher standard.

Above all if we find a child is not thriving or making good progress we work as a team around the child to identify what else we can do to help provide what the child needs. This may be new school shoes, or a phonics intervention, a daily healthy snack or support for the family from the school Emotional Well-Being Mentor or the Family Support Worker.

We base our strategy and actions on advice from the DFE and EEF research, as well as a good understanding of our children, their needs and what has previously worked in similar cases. We review our interventions frequently so that we can adjust and adapt what is not working and celebrate success.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that our disadvantaged children attend school regularly and arrive on time. To ensure they have the right equipment and have healthy meals and snacks while on the school site.
2	To continue to focus on the spoken language and vocabulary of the disadvantaged children. To support their ability to ask and answer questions - especially in the younger children.
3	To support our disadvantaged children to develop and consolidate their phonic skills.
4	To develop and consolidate the disadvantaged children's understanding of place value and the number system.
5.	To support the disadvantaged children's reading and writing so that they are working more in line with their non-disadvantaged peers.
6	To support where necessary, disadvantaged children with their emotional regulation so that they can participate in school life and to support them through trauma and other emotional issues.

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
<p>1. Attendance (including late marks) for disadvantaged children will be close to the average for non-disadvantaged (not including any children on a part-time timetable for SEN/behavioural/emotional issues).</p> <p>There will be an increase in time that children on part-time timetables spend in school over the academic year.</p>	<p>Children will be keen to come to school and talk positively about their school experience.</p> <p>Parents will feel able to ask us for help to get their children to school if necessary and school will proactively help.</p>
<p>2. For children in nursery and reception to show good progress and be working at least at ARE in Communication and Language, following targeted speaking and listening interventions (unless they have a specific SEN diagnosis).</p> <p>To provide support for children in reception and year 1 with identified speech and language issues using a TA who is Elklan</p>	<p>Children are assessed for speaking and listening on entry to reception and nursery. Staff in FS are trained in using the Wellcomm communication tool, they assess the children and identify what is needed as an intervention. The interventions are carried out by class teams.</p> <p>Elklan trained TA given time to deliver 1:1 therapy with identified children - the Elklan</p>

<p>trained to work on their individual programmes.</p> <p>To provide opportunities for social skills groups so that children learn to take turns and listen to each other.</p>	<p>TAs have worked throughout the school to support children and deliver speech and language programmes.</p> <p>Children identified as needing these interventions complete the interventions and make good progress.</p> <p>Readit2 type activities take place frequently to encourage reading and memorising stories</p> <p>Children leave nursery and reception with improved speech and language skills and are able to access the curriculum more readily.</p>
<p>3. For all of our disadvantaged children (who are not on the SEN register) to pass the Year 1 Phonics Check.</p>	<p>Ensure our staff in early years and KS1 are trained to teach phonics effectively and identify areas where children need additional input.</p> <p>Lessons are well planned and children make progress.</p> <p>Any children who are struggling to work at ARE to be part of identified small group catch up sessions both during and after school.</p>
<p>4. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly at ARE in maths by the end of the academic year.</p>	<p>Assess the children to identify gaps in their knowledge. Trained TAs will use this information to provide specific lessons and activities to address the gaps and misconceptions – using the intervention resource from HFL. Children are assessed throughout the process to ensure they are understanding the activity and making progress.</p> <p>Children are given opportunities to pre-learn some methods and concepts as appropriate</p> <p>Use of catch up groups after school if appropriate.</p>
<p>5. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly at ARE in reading and writing by the end of the academic year</p>	<p>Children are taught by effective and well trained and planned teachers.</p> <p>Children supported in lessons by well trained teachers and TAs.</p> <p>Children are enabled to be involved in trips, visits and specialist events so that they have experiences and vocabulary to aid their writing.</p> <p>Children will be given opportunities to pre-learn vocabulary throughout the curriculum but especially for reading and writing activities.</p>

<p>6. Children are thriving in school and are keen and eager to learn.</p>	<p>Children can access all activities that their non-disadvantaged peers' access such as swimming, trips and after school clubs.</p> <p>Children's emotional well-being is monitored through regular team meetings and Pupil Progress meetings. Suitable interventions such as My Time, Drawing and Talking are provided to aid with emotional needs as necessary.</p> <p>Provide resources to help with their attendance and learning in and out of school.</p> <p>Work with parents to provide access to learning that suits them – for example flex with nursery hours if necessary.</p> <p>Mentoring support from adults around school to support the children and encourage them to work hard.</p>
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Activity in this academic year 2024-25

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: **£ 3000**

Phonics training for new TAs and teachers £1500

Pupil premium progress meetings - time to release SLT member and staff x 3 days (supply cover costs) - £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to deliver phonics	Well trained and confident staff will be able to support the children with their learning during phonics sessions and during other class activities	3,5
Pupil Premium Progress meetings	These meetings enable staff to reflect on progress and analyse data and observations and identify next steps for individual disadvantaged children – this is a very effective way to ensure that the interventions meet the need of the child. These meetings help to identify targeted academic support to help the children move on to their next step of learning. EFF identifies targeted academic support as being an effective way to spend PP.	1,2,3,4,5,6

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

Budgeted cost: **£ 5000**

Elklan /TA salaries for speech and language interventions 2 x pms, plus time to plan = £2000

Additional TA hours for supporting children with vocabulary and pre-learning vocabulary and maths methods = £1000

After school phonics in school 2 hours a week 2 x teachers spring term = £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for speech and language interventions; either 1:1, or small group in Wellcomm and targeted S+L intervention	This is targeted academic support in the area of speaking and listening (EFF evidence).	2
Teacher and TA hours to provide additional phonics sessions after school	Targeted academic support (EFF evidence).	3
Pre-learning vocabulary and maths methods	Closing the vocabulary gap - research shows that professional parents spoke 32 million more words to their children from birth to 48 months – we have tried pre-learning on a small scale, and it seemed to boost confidence in the learner – helping them try more often	2,3,4,5
Readit2/one to one repeated reading	Experience of using this strategy previously has shown us that children not only learn to love books and read words, but they also develop relationships with adults, helping with attendance and well-being	1,2,3, 5, 6
Time for key staff to spend 1:1 time with identified disadvantaged children, support them to come to school; try their best with their learning, support them with any concerns	Experience has shown us that if we make a point of regularly connecting with children and making sure they are trying their best – being interested in their learning, they often try harder.	1, 6

Total Budget plan: £53,250

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

Budgeted cost: **£ 45,250**

Contribution towards Well-being mentor salary £ 23,000

Contribution towards ELSA salary: £16,000

Milk and fruit and meals £500

Clubs and trips £1000

Chrome book management licenses £950

Training for all staff review of STEPS and Trauma informed information £800

RASP cost for FSW £2500

Other resources such as school shoes £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of the emotional well-being mentor, ELSA and supporting TAs	<p>The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.</p> <p>We use a bespoke approach to supporting children with a range of strategies – SDQ scores before and after show that children benefit from these approaches.</p> <p>The work of the Emotional Well Being Mentor means that families and children have a friendly face to speak to and this in turn helps them to improve their attendance at school.</p>	1 and 6 (Although mental well-being has an impact on all areas as it affects learning).
In house training for staff – to make staff aware of the impact of life experiences on the well-being of a child and ways in which to support a child in crisis and de-escalate a situation.	Refresher training for staff in trauma and therapeutic behaviour management. So that staff can identify where children are displaying a trauma response and are able to effectively respond to children and help them feel safe and valued. Allowing them to manage their emotions and to be ready and willing to learn. The STEPS training shows staff how to de-escalate issues and help children manage their behaviour.	1 and 6

<p>Access to the Royston Family Support Worker</p>	<p>This allows families with the most complex needs to access the services they need to support them and to work with the school and other services to help keep the children safe, thrive and make progress.</p>	<p>1 and 6</p>
<p>Additional support for children in receipt of PP</p>	<p>Contingency money for trips – to allow children to have the same experiences as their peers Provision of snack, milk and dinner for those children in KS2 – to ensure they have a balanced diet Money for access to clubs to enhance children’s school experiences Provision of systems to manage chrome books and iPads – which can be loaned out to children who have limited access. Provision of resources and equipment for parents – such as school shoes, specialist swimming goggles etc</p>	<p>1 and 6.</p>

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 2023-24 academic year.

We continue to focus on filling in any of the gaps that children have in their in key learning especially reading, writing and maths. We were aware of the research that notes that children from impoverished backgrounds have a much more reduced vocabulary than children from families with working professional parents. We have started to try to reduce that difference this year by:

Being explicit about new vocabulary

Ensuring this vocabulary is displayed and discussed in the lesson

Carrying out pre-learning vocabulary with groups of children

All of these techniques appear to have had an impact and pupil voice during lesson observations shows that the children can use new vocabulary in context when it has been explained to them before starting the activity.

We have noted over the past few years that children entering our nursery had weaker speech and language skills than historically. The Wellcomm assessments are carried out at the start of the year and the action plan following up the assessments identifies the activities that children need to complete so that they can close the gap. This approach is very successful with 80% of the children moving from below ARE to ARE over the course of the year. Any child who is still below ARE by the time they join reception will follow the Wellcomm programme in reception too.

We have used Pupil Premium and National Tutoring Programme money to pay towards additional phonics and writing clubs after school for children in year 1. The children have engaged well and made good progress. 86% (6/7) of the children in receipt of PP achieved the pass mark in the national phonics check. This represents very good progress as all these children were working at phase 2 phonics at the start of the year.

The Emotional Well Being Mentor has continued to provide significant support for the emotional needs of the children. This has been achieved through training staff to understand mental health needs and trauma informed practice. She also provides interventions such as 1:1 Drawing and Talking, My Time, Lego Therapy and Protective Behaviours. We have used Pupil Premium this year to release a TA in order to allow

them to work as an Emotional Literacy Support Assistant; further supporting children with their emotional needs.

For some individual children we used Pupil Premium to pay for attendance at after school clubs such as science and football; the aim was to enhance the child's social interactions, improve their fitness and their enthusiasm for learning. We also paid for children to attend breakfast club and after school club to enable them to have a calm start and finish to the day.

Further information (optional)

We have a well-trained support staff team, who have been trained using Pupil Premium funding in the past. Many of them are trained to deliver interventions such as Tracks for reading and spelling and Wave 3 interventions to support significant issues with reading and writing or place value. We use these interventions as appropriate and note that they have a significant impact on pupil learning and progress. We have other staff trained to deliver emotional and well-being support through My Time and Drawing and Talking, again the impact for children is very positive.

We provide a fruit snack, milk and school meals for children in KS2 who are in receipt of PP, even if they are no longer eligible for FSM, as these families who have been eligible in the past, are still often struggling financially and this helps towards their children having a healthy diet.

We also provide access for disadvantaged children to attend lunchtime computing club, so that they can enhance their computing skills on computers and chrome books that they may not have access to at home.

Review of intended outcomes 2023-24

Intended outcome	Success criteria	Progress review Sept 24
<p>1. Attendance (including late marks) for disadvantaged children will be close to the average for non-disadvantaged (not including any children on a part-time timetable for SEN/behavioural/emotional issues). There will be an increase in time that children on part-time timetables spend in school over the academic year.</p>	<p>Children will be keen to come to school and talk positively about their school experience. Parents will feel able to ask us for help to get their children to school if necessary and school will proactively help.</p>	<p>Pupil voice July 24 shows that disadvantaged children talk confidently about their learning in school and the vast majority are happy to come to school.</p> <p>Strategies to encourage children in receipt of PP into school which have worked best of all are:</p> <ul style="list-style-type: none"> • a key adult to meet and greet the child at the gate and to then take the child to class, • a key adult to collect the child from home • use PP to pay for breakfast club <p>Parents appreciate the support they get to encourage children into school – we collect, use breakfast club, soft start etc and parents are</p>

		<p>beginning to ask for help if they need it.</p> <p>Attendance for disadvantaged children is 10.6% below the attendance for non-disadvantaged peers and so there is still work to be done. All children who are on part-time timetables are also in receipt of PP and so this does adversely affect the attendance figures. Many other children in receipt of Pupil Premium attend well.</p>
<p>2. For children in nursery and reception to show good progress and be working at least at ARE in Communication and Language, following targeted speaking and listening interventions (unless they have a specific SEN diagnosis). To provide support for children in reception and year 1 with identified speech and language issues using a TA who is Elklan trained to work on their individual programmes.</p>	<p>Children are assessed for speaking and listening on entry to reception and nursery. Staff in Foundation Stage are trained in using the Wellcomm communication tool. They assess the children and identify what is needed as an intervention. The interventions are carried out by class team Elklan trained TA given time to deliver 1:1 therapy with identified children. Children identified as needing these interventions complete the interventions and make good progress. Children leave nursery and reception with improved speech and language skills and are able to access the curriculum more readily.</p>	<p>Nursery:</p> <p>Wellcomm assessments and progress for nursery children. 80% of the children who were working below ARE are now at ARE for speaking and listening.</p> <p>End of year July 24 Nursery 7/9 (77%) children have made good or better progress in communication and language. (2 children who didn't make enough progress: one had poor attendance at nursery, and one is almost non-verbal awaiting specialist provision and has made progress in communication skills with objects of reference). Readit2 has had a big impact in the nursery, helping the children to settle and feel safe. Children look forward to this quality time with an adult and they enjoy being able to read and read again well-loved books with a well-known adult.</p> <p>Reception:</p> <p>A group of 6 children in reception including 4 children in receipt of PP joined a speech and language group early in the school year. This was</p>

		<p>following a 12-week programme – all made progress in confidence of speaking, vocabulary building and turn taking.</p> <p>One child in receipt of PP has taken part in the speaking and listening intervention Time to Talk, this has really boosted this child's confidence (and social skills).</p> <p>End of year July 24 data: All 6 (100%) children in receipt of PP have made progress in CL. Two children with SEN are working towards, others at EXS</p>
<p>3. For all of our disadvantaged children (who are not on the SEN register) to pass the Year 1 Phonics Check.</p>	<p>Ensure our staff in early years and year 1 are trained to teach phonics effectively and identify areas where children need additional input.</p> <p>Lessons are well planned and children make progress.</p> <p>Any children who are struggling to work at ARE to be part of identified small group catch up both during and after school.</p>	<p>Children in receipt of PP have been attending the after school catch up sessions on phonics and reading in KS1 6/7 (86%) of the children in the main school in receipt of PP achieved the phonics check. The one child who did not pass is on the SEN register and awaiting outreach support.</p>
<p>4. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly ARE in maths by the end of the academic year.</p>	<p>Assess the children to identify gaps in their knowledge. Trained TAs will use this information to provide specific lessons and activities to address the gaps and misconceptions – using the intervention resource from HFL. Children are</p>	<p>In all year groups children in receipt of PP made progress in maths (90% of children made good or better than expected progress).</p> <p>Children taking part in catch up maths after school report that they enjoyed their time in learning as part of a small group and that it helped their focus and confidence (Pupil voice July 24).</p> <p>65% of children in receipt of PP (not on SEN register) were</p>

	<p>assessed throughout the process to ensure they are understanding the activity and making progress.</p> <p>Some catch up groups to run after school.</p>	<p>working at age related expectations or above. Most of the children who were below were working at broadly age-related expectations.</p>
<p>5. For all of our disadvantaged children in KS1 and KS2 (who are not on the SEN register) to be working at least broadly ARE in reading and writing by the end of the academic year.</p>	<p>Children are taught by effective and well trained and planned teachers.</p> <p>Children supported in lessons by well trained teachers and TAs.</p> <p>Children are enabled to be involved in trips, visits and specialist events so that they have experiences and vocabulary to aid their writing.</p> <p>Children will be given opportunities to pre-learn vocabulary throughout the curriculum but especially for reading and writing activities.</p> <p>Readit2 type activities take place frequently to encourage reading and memorising stories</p>	<p>Reading: In all year groups children in receipt of PP made progress in reading (93% made good or better progress) Across KS1 and KS2 58% of children in receipt of PP (not on SEN register) were working at age related expectations or above in reading.</p> <p>Writing: 90% of children in receipt of PP made progress in writing. 68% of children in receipt of PP (not on SEN register) were working at age related expectations or above in writing.</p> <p>The small number of reading and vocabulary interventions have been well received and children report increased confidence in practicing vocabulary before a lesson.</p> <p>All children were able to attend school trips this year – supported by PP, this gives them real life experiences to support their learning</p>
<p>6. Children are thriving in school and are keen and eager to learn.</p>	<p>Children can access all activities that their non-disadvantaged peers' access such as swimming, trips and after school clubs.</p> <p>Children's emotional well-being is monitored through regular team meetings and Pupil Progress meetings. Suitable interventions such</p>	<p>The curriculum enhancements for all have increased since the beginning of this academic year – for example access to theatre groups in KS1 and there are more experiences planned for the next academic year, to bring the curriculum to life for all children, but with a special focus on expanding the experiences of disadvantaged children.</p> <p>Using the PP to support costs for trips means that all children can take part. We</p>

	<p>as My Time, Drawing and Talking are provided to aid with emotional needs as necessary.</p> <p>Provide resources such as Book in a Box to link with home and school and inspire learning.</p> <p>Mentoring support from PP lead – meeting with children regularly to encourage them with their learning and to celebrate their successes.</p>	<p>also offer additional support such as taking children to the residential trip for one day if they are anxious.</p> <p>Interventions such as My Time and Drawing and Talking are also available for children as necessary. 1/3 of the children who accessed additional emotional and mental health support in school were children in receipt of PP (i.e. Drawing and Talking, Protective Behaviours, ELSA and MHST)</p> <p>Pupil voice (July 24) shows that children feel safe in school and that they know where to go for help. They enjoy school and are keen to attend.</p> <p>Mentoring support has had some impact with children identifying adults in school that they know and like to talk to.</p> <p>We are using pre-learning of skills and vocabulary for selected groups of children more regularly in school. Teachers report when they use it, they can see children are more confident and willing to try</p>
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