

Icknield Walk First School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Icknield Walk First School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 21 to July 24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jane Sherwood
Pupil premium lead	James Taylor
Governor	Kate Hackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,040
Recovery premium funding allocation this academic year	£4352
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,680

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 and 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 and organising our curriculum so it is as motivational and rewarding as possible to the children. We focus on individual needs of every child and tailor additional support to meet their needs.

We know that most 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 the child needs further support or resources in order to be successful. This is often additional support in the classroom and we do 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 healthy snack or support for the family from the emotional well-being mentor or the RASP 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 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 support them to regularly attend school and arrive on time, ensure they have the right equipment and have healthy meals and snacks on the school site.

2	To develop their spoken vocabulary and ability to ask and answer questions, especially in the younger children.
3	To support them to develop and consolidate their phonic skills.
4	To develop and consolidate their understanding of place value and the number system.
5.	To support their reading and writing so that they are working in line with their non-disadvantaged peers.
6	To support them emotionally to 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
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).	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.
2. For children in nursery and reception to show good progress and be working at least at ARE 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.	Children are assessed for speaking and listening on entry to reception and nursery. Staff are trained in using the Wellcomm communication tool or NELI intervention and are given time to assess children and then deliver this. 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.
3. For all of our disadvantaged children (who are not on the SEN register) to pass the Year 1 Phonics Check.	Ensure our staff in early years and year 1 are trained to teach phonics effectively and identify areas where children need additional input. Lessons are well planned and children make progress. Any children who are struggling to work at ARE to be part of identified small group catch up both during and after school.

<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 assessed throughout the process to ensure they are understanding the activity and making progress.</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. Children supported in lessons by well trained teachers and TAs. 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>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. Children’s emotional well-being is monitored through regular team meetings and Pupil Progress meetings and suitable interventions such as My Time, Drawing and Talking are provided to aid with emotional needs as necessary.</p>

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: **£ 1314**

TA training – English catch up 4 x £49 = £196

Phonics training £350

Pupil premium progress meetings - time to release SLT member and staff 3 days supply a year - £768.

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in English	Evidence from EEF: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending	3,5
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 incidentally 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 in their next step of learning. EEF 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: **£22,260**

£4,560 Eiklan TA salary for 1:1 speech and language 4 x pms

Additional TA in reception 2 x pm = £2280

Additional TA in nursery 2 x pm = £2280

After school phonics in school 2 hours a week 2 x teachers spring term = £2500

Additional TA pms x 4 to cover maths delivery = £4560

Homework club 2 x teachers 2 hours a week = £6080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for speech and language interventions; either 1:1, or small group in NELI or Wellcomm	This is targeted academic support in the area of speaking and listening (EFF evidence).	2
Teacher and TA hours to provide additional phonics sessions	Targeted academic support (EFF evidence).	3
Teacher and TA hours to provide additional maths sessions	Targeted academic support (EFF evidence).	4
Teacher and TA hours for additional homework club	Targeted academic support (EFF evidence).	1,2,3,4,5,6

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

Budgeted cost: £ 26,356

Contribution towards Well-being mentor salary: £20,000

Milk and fruit and meals £1700

Clubs and trips £1000

Chrome book management licenses £950

Training for all staff 'understanding trauma and supporting children in crisis' £900

Rasp cost for FSW - £1806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of the emotional well-being mentor and supporting TAs	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".	1 and 6 (Although mental well-being has an impact on all areas as it affects learning).

	<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>	
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.	Training for all staff in trauma identification and support means that staff are able to respond effectively 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
Access to the Royston Family Support Worker	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.	1 and 6
Additional support for children in receipt of PP	<p>Contingency money for trips – to allow children to have same experiences as their peers</p> <p>Provision of snack, milk and dinner for those children in KS2 – to ensure they have a balanced diet</p> <p>Money for access to clubs to enhance children’s school experiences</p> <p>Provision of systems to manage chrome books and ipads – which can be loaned out to children who have limited access.</p>	1 and 6.

Total budgeted cost: £49, 930

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.

The role of the Emotional Well-Being Mentor was very significant last year through the pandemic, she worked to give advice and support families and children who needed emotional support. This involved providing equipment, visuals and food for families who were struggling. This was positively received by families and made the transition for children back into school easier as they had kept up with some of their learning and routines.

The Emotional Well Being Mentor also provided support for emotional needs once we were all back in school through training staff to understand the mental health impact of a pandemic and providing 1:1 Drawing and Talking, My Time, Lego Therapy and Protective Behaviours. TAs were given extra hours to deliver speaking and listening interventions and social skills groups to help children settle back into the school routine. We also trained more staff to deliver Drawing and Talking to meet the increased need for this.

A proportion of our Pupil Premium was spent on staffing our 'nurture group' which is for children who are unable to learn effectively in a busy class room, due to anxiety or another learning difficulty. The nurture group is based in a separate building away from the busyness of school. In 2020-21 75% of the children accessing the room were in receipt of Pupil Premium. The nurture group has been successful in improving the attendance of these children, reducing the number of behavioural outbursts and most importantly these 4 children who used to hate school all now say they love it!

We purchased the maths 'Summer Success' project materials from HfL which enabled us to support children with gaps in their learning caused by lockdown, many of those with the greatest gaps were children in receipt of Pupil Premium. The project helped us to focus on the significant gaps in the children's learning and to tailor our teaching to these gaps. The diagnostic testing done at the end of the project has shown that children have made progress and closed some gaps but it has also helped to identify which gaps still remain which will be the focus of teaching in the autumn term.

On our return to school we paid for additional TA hours to read with our disadvantaged children every day, this had a good impact on the children's motivation to read and on their ability with reading and discussing what they had read.

For some individual children we used Pupil Premium to pay for attendance at after school clubs such a dance and football, to enhance the child's social interactions and help improve their fitness. 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. Pupil Premium was used to access art therapy for children who were really struggling with their emotional needs post lockdown and this was well received.

We provide a fruit snack, milk and school meals for children in KS2, even if they are no longer eligible for FSM, as often these families who have been eligible are still struggling financially and so this helps them to ensure their children have a healthy diet.

Further information (optional)

We pride ourselves on being a supportive and approachable school. We actively encourage parents to ask for help when they need it. Over the past two years through Covid measures, we have felt that our parents have become more willing to ask us for help; for example for second hand uniform or for food bank vouchers. Every parent of children who were home schooling over Covid had a phone call every week from a staff member, this has helped school staff and parents to get to know each other better. Deliveries of food and resources over lockdown (including birthday cakes for families who were isolating) has helped parents to realise that we are willing to help them in any way we can. Furthermore, two members of staff have been standing on the gate daily, welcoming the children to school, walking them to their doors if they are reluctant to come in and chatting to parents, again this has helped us to build relationships with all parents and especially the parents of disadvantaged children. These relationships have really encouraged parents to ask for help in a number of ways and have allowed us to have more challenging conversations with parents too. The impact of these relationships is that we are able to work with parents to help their children make progress and thrive at school.

There are routines and approaches in school which were in previous years part of provision for disadvantaged pupils funded by Pupil Premium, they are now part of our school routine and so are no longer directly funded from Pupil Premium; for example:

Opportunities to use the computers at lunchtime with the HLTA with the responsibility for computing. She helps the children in club to revisit computing lessons to embed and refine their skills.

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. These are continually on offer and have a significant impact on pupil learning and progress.

The Emotional Well Being Mentor has a crucial role in supporting our children who are in receipt of Pupil Premium, her work ranges from informal discussions and chats about their feelings or their learning through to more focused work such as Drawing and Talking or 1:1 learning sessions.

We are continually looking for ways to support our children, for example we are currently working with a music specialist and Herts County Council to provide music therapy to a small group of children (many of these are in receipt of Pupil Premium). Our year 1 classes have been working with a mindfulness practitioner to help them learn to calm their minds and get ready to learn.