

Icknield Walk First School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	339
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 21 to July 24
Date this statement was published	September 2023
Date on which it will next be reviewed	July 2024
Statement authorised by	Jane Sherwood
Pupil premium lead	James Taylor
Governor	Kate Hackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37330
Recovery premium funding allocation this academic year	£ 1196
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38526

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 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 the child needs further support or resources they need in order to be successful. This is often 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 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 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 develop 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 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
<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 are in school over time.</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 trained to work on their individual programmes.</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.</p>

	<p>Children identified as needing these interventions complete the interventions and make good progress.</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 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 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>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>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>

	Provide resources to help with their attendance and learning Mentoring support from adults around school to support the children and encourage them to work hard.
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Activity in this academic year 2023-24

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 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. 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: **£ 7000**

Elklan /TA salaries for speech and language interventions 4 x pms = £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

National Tutoring Programme costs contribution: £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
National Tutoring Programme	Groups to be run after school by teachers to support children in catching up on basic maths and English, as outlined by DfE National Tutoring Programme	2,3,4
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
Readit 2/one to one repeated reading	Experience of using this strategy before which as shown us that children not only learn to love books and read words they develop relationships with adults, helping with attendance and well-being	1,2,3, 5, 6
Time for staff to talk to disadvantaged children and mentor them to try hard to come to school and believe in themselves	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

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

Budgeted cost: **£ 28,250**

Contribution towards Well-being mentor salary: £ 23,000

Milk and fruit and meals £500

Clubs and trips £500

Chrome book management licenses £950

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

Rasp cost for FSW - £2000

Other resources such as school shoes £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work of the emotional well-being mentor 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>	<p>1 and 6 (Although mental well-being has an impact on all areas as it affects learning).</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.	<p>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.</p>	<p>1 and 6</p>
Access to the Royston Family Support Worker	<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</p>	<p>1 and 6</p>

	other services to help keep the children safe, thrive and make progress.	
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> <p>Provision of resources and equipment for parents – such as school shoes, specialist swimming goggles etc</p>	1 and 6.

Total budgeted cost: £38,250

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 2022-23 academic year.

We continue to focus on filling the in any the gaps that children have in their in key learning especially reading, writing and maths.

We noted that the children starting in nursery in September 2022 had weaker speech and language skills than we had seen before. Only 32% of our children started nursery at the expected level for Communication and Language. The Wellcomm assessments were carried out and an action plan devised, to provide activities to address the gaps. At the start of the year 83.3% of children in receipt of Pupil Premium were at the red level (lowest level) and at the end only 33% were still in red. All children had made progress. This focus on speaking and listening will continue for children now going into reception class.

We have used Pupil Premium and Recovery Premium to pay for additional phonics clubs after school for children in year 1. The children have engaged well and made good progress. 96.6 % of the cohort passed the check and 83% (5/6) of the children in receipt of PP achieved the pass mark. This represents very good progress, At the beginning of the autumn term the vast majority of the year 1 children were still working at the beginning of phase 2 phonics.

We have used PP to train staff and then to release them to deliver a maths intervention to small groups or 1:1 on a regular basis. This intervention has a main focus on number and place value. Our diagnostic testing showed that this is an area where children had misconceptions and these misconceptions were stopping them making further progress. As a result of taking part in the intervention staff, report that children are more confident in maths and willing to try challenges. Children in receipt of Pupil Premium (in years 1-4) have made good progress in maths (71.4% have made good or better progress this 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, including the impact of the pandemic. She also provides interventions such as 1:1 Drawing and Talking, My Time, Lego Therapy and Protective Behaviours. We have seen an increase in mental health needs and anxiety since lock down, but many of the children have been helped by accessing these interventions and have been able to attend school regularly and access learning. We have used Pupil Premium this year to release a TA in order to allow them to train as an

Emotional Literacy Support Assistant, this role will further enhance our provision for emotional well-being for our children.

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. Pupil Premium was used to access various external interventions such as play therapy, art therapy, Equine Assisted Learning and additional swimming lessons. The outcomes from these interventions included an improvement in swimming skills, so the children were able to access school swimming lessons with confidence. The children attending Equine Assisted Learning were more willing to come into school regularly and the children attending art therapy showed a reduction in emotional outbursts and thus more time could be spent on learning.

We provide a fruit snack, milk and school meals for children in KS2, 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.

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 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.

For the past two years, two members of staff stand 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. We use these interventions as appropriate and note that they 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).

Review of intended outcomes 2022-23

Intended outcome	Success criteria	Progress review Sept 23
<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>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>Pupil voice July 23: 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 child to class, • a key adult to collect child from home • use PP to pay for breakfast club <p>Attendance for disadvantaged children is 10% below the attendance for non-disadvantaged peers. However when mitigating circumstances such as children on part-time timetables for emotional or mental health reasons, are taken into account there is very little difference between attendance for children in receipt of PP and their non-disadvantaged peers..</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 trained to work on their individual programmes.</p>	<p>Children are assessed for speaking and listening on entry to reception and nursery.</p> <p>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</p> <p>Elklan trained TA given time to deliver</p>	<p>We noted significant issues with speaking and listening skills in our nursery children in 2022-23. At the start of the year . 42% of the nursery children were graded as 'red' in the Wellcomm tool, the intervention has taken place all year and now only 18% of the children continue to be graded as red. Of pupils in receipt of PP 83% were graded red and at the end of the academic year (July 23) 33% are in the red.</p> <p>Reception team have been trained in using Wellcomm and Wellcomm kit for reception has been purchased.</p>

	<p>1:1 therapy with identified children.</p> <p>Children identified as needing these interventions complete the interventions and make good progress.</p> <p>Children leave nursery and reception with improved speech and language skills and are able to access the curriculum more readily.</p>	<p>We have an Elkan trained TA supporting children with their speech and language intervention programmes in school – some of these children are in receipt of PP. Over the course of the year children have grown more confident with their speaking and listening and some children no longer need the intervention.</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 and spelling and reading in KS2</p> <p>5/6 of the children in receipt of PP achieved the phonics check</p> <p>86.4% of children in receipt of PP made progress in reading and 87.5% made at least expected progress in writing across years 1-4</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.</p> <p>Trained TAs will use this information to provide specific lessons and activities to address the gaps and misconceptions – using the intervention resource from HFL.</p> <p>Children are assessed throughout the process to ensure they are understanding the</p>	<p>In all year groups children in receipt of PP made progress in maths (70% 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 23).</p> <p>50% of children in receipt of PP (not on SEN register) were working at age related expectations or above. Most of the children who were below were working at broadly age related expectations.</p>

	activity and making progress.	71.4% of pupils made at least expected progress in maths (y1-4)
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>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>In all year groups children in receipt of PP made progress in reading (86% made good or better progress) Across KS1 and KS2 60% of children in receipt of PP (not on SEN register) were working at age related expectations or above in reading. The children who were below ARE were working in broadly age related expectations.</p> <p>In all year groups children in receipt of PP made progress in writing (85.7%) 50% of children in receipt of PP (not on SEN register) were working at age related expectations or above in writing. The majority of the children who were below were working at broadly age related expectations.</p> <p>All children were able to attend school trips this year – supported by PP where necessary.</p> <p>A small number of reading and vocabulary interventions have been well received and children report increased confidence in practicing vocabulary before a lesson.</p>
6. Children are thriving in school and are keen and eager to learn.	<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</p>	<p>The curriculum enhancements have increased since the beginning of this academic year – for example access to theatre groups in KS1</p> <p>Interventions such as My Time and Drawing and Talking are also available for children as necessary.</p> <p>Pupil voice (July 23) show 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 been well received by the small number of children who have</p>

	<p>with emotional needs as necessary. Provide resources such as Book in a Box to link with home and school and inspire learning. Mentoring support from PP lead – meeting with children regularly to encourage them with their learning and to celebrate their successes.</p>	<p>accessed. We will look to expand this to more children next year with different adults taking responsibility to mentor named children.</p>
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