

Icknield Walk First School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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 2022
Date on which it will next be reviewed	September 2023
Statement authorised by	Jane Sherwood
Pupil premium lead	James Taylor
Governor	Kate Hackwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,490
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£52,665

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 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 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	How to ensure a small number of children in receipt of Pupil Premium attend school regularly and arrive on time, to ensure they have the right equipment and have healthy meals and snacks on the school site.
2	To develop these children's 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 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.	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, they assess the children and identify what is needed as an intervention. The interventions are carried out by class TAs. 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.	<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>
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>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>
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>
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 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>

Activity in this academic year 2022-23

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: **£ 1,368**

Phonics training for new TAs £600

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
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: **£15,060**

Elklan /TA salaries for speech and language interventions 4 x pms = £5000

Additional TA hours for supporting children with vocabulary and pre-learning vocabulary as appropriate =£3320

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

TA hours for Readit 2 or similar interventions - £1000

National Tutoring Programme costs contribution: £3240

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
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	Closing the vocabulary gap- research shows that professional parents spoke 32 million more words to their children from birth to 48 months	2,3,5
Readit 2	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

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

Budgeted cost: **£ 35,956**

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 review of STEPS and new behaviour policy (Trauma informed)
£1800

Rasp cost for FSW - £1806

Release time for PP lead to mentor PP children £6000

Book in a Box activities for selected children @ £180 per year – approximate total £2,700

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>	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.	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. The behaviour policy training will show staff how to manage behaviour so children in class can learn and thrive	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> <p>Regular mentoring by PP lead will enable pupils to build a relationship with the lead teacher and he will be able to support children to believe in themselves and see themselves as effective learners.</p> <p>Book in a box for children who need encouragement to read and engage in a range of activities at home.</p>	1 and 6.

Total budgeted cost: £52,384

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 2021-22 academic year.

The focus for our children last year was filling in the gaps in key learning especially reading, writing and maths.

We noted that children in year 1 were struggling with phonics so we put 2 additional adults into year 1 mainly to support phonics learning. Children have made very good progress across the year in all areas but especially in phonics, reading and independent learning. 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, by June 2022 93 % had passed the phonic check. With % of disadvantaged children passing

We also paid for staff to train to deliver maths intervention which had a large focus on number and place value. Our diagnostic testing showed that this is an area where children had misconceptions and was stopping them making further progress. As a result staff report that children are more confident in maths and willing to try challenges.

The Emotional Well Being Mentor has provided significant support for emotional needs through training staff to understand the mental health including the impact of a pandemic and providing 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 through these interventions and have been able to attend and access learning.

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 2021-22 100% of the children accessing the room were in receipt of Pupil Premium. The nurture group has been successful in reducing the number of behavioural outbursts and they have begun to access learning. Two children who could not and would not read have started to read. All of the children now engage in maths and other learning tasks with enthusiasm. All of these children used to struggle to come to school and say they really hated school and all now say they love it and their attendance is significantly improved!

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 various external interventions such as play therapy, clip and climb activity and additional swimming lessons. The outcomes from these interventions included an improvement in swimming skills, so the children were able to access school swimming with confidence. One child who attended clubs before and after school had a very challenging sibling and this allowed the parents to support the sibling with the transition to and from home before he returned home. It kept him safe and calm.

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 often struggling financially and 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 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. 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).