



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Pepper Hill School
Number of pupils in school	123 (Jan 2023)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Nicholson
Pupil premium lead	Helen Nicholson
Governor lead	Anne Slee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,560 (Financial year 2023/2024)
Recovery premium funding allocation this academic year	£5,220 (Sep 23 – Aug 24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,780



Part A: Pupil premium strategy plan

Statement of intent

Objectives for your disadvantaged pupils

- To ensure all children are emotionally secure and ready to learn
- To ensure accelerated progress of phonics ability
- To ensure all pupils attainment in English is at least age related by the end of Year 2, including oral language skills, aspects of reading and writing
- To ensure all pupils attainment in English and Maths is at least age related by the end of the year, including oral language skills, aspects of reading and writing

How our current pupil premium strategy plan works towards achieving those objectives

Key principles of your strategy plan

- Mental health and well-being
- Life experience
- Accelerated progress in reading, writing and maths

Challenges

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

Challenge number	Detail of challenge
1	To increase attainment in reading and writing
2	To increase attainment in maths
3	Missed opportunities for “characteristics of learning”, and how to be independent learners, language acquisition and fine motor skills
4	Focussed and supportive monitoring of attendance
5	Supporting our families with emotional and social needs and home learning environment



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
For all children to be emotionally secure and ready to learn	Attendance to be at least 96% Behaviour of children both in lessons and break times to be PROUD
For all pupils attainment in reading to be at least age related by the end of the year	At least 85% of pupils to be at age related in reading
For all pupils attainment in English and Maths is at least age related by the end of Year 2, including oral language skills, aspects of reading and writing.	At least 85% of pupils to be at age related or higher

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: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ReadWriteInc training for support staff and teachers Development Day for RWInc Leaders	RWInc baseline identified levels in phonics and reading Increase number of RWInc practitioners to enable daily intervention groups in all year groups Ensure a consistent approach with high expectations across the school to enable rapid progress	1
Additional Teaching Assistant	To enable small group sizes to benefit pupils	3



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

Budgeted cost: £1,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each year group to have an educational virtual visit	To enable all children to take part in a virtual visit by their class book author An enjoyment for reading Improved reading and writing skills	1
After School Clubs in reading/writing or maths	To enable a group of targeted pupils through a focused six week club To raise self-esteem in their own ability To raise attainment and accelerated progress of pupils	1, 2

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

Budgeted cost: £26,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Learning Mentor to support children and help families break through barriers to learning	Children will be emotionally secure and ready to learn Pupils and their families overcome barriers to learning Pupils settled upon transfer to PH Complete a range of mental health and well-being activities with pupils in personal Scrap Books	4,5
Additional resources to support the reading programme	Children want to undertake reading in addition to set books	1
Breakfast Club places	Support disadvantaged children	4,5
Support with uniform and for visits	To enable pupils to participate fully in school life, and foster a sense of belonging and wellbeing	3,4,5
Laptop Maintenance and Security	New licence for laptops for pupils to use at home	1,2,5

Total budgeted cost: £51,780



Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes 2022 to 2023

Action	Intended outcome and success criteria	Evidence and rationale for this choice
Free Breakfast Club places Learning Mentor support including 1:1 and liaising with parents	For all children to be emotionally secure and ready to learn Attendance to be at least 96% Behaviour of children both in lessons and break times to be PROUD	<ul style="list-style-type: none"> • Baseline assessment for gap analysis, identify target children and inform next steps • Standardised teacher administered tests and progress made
RWinc training for key staff Additional TA appointed Purchase of new library books to reflect curriculum and wider world issues	For at least 85% pupils attainment in reading to be at least age related by the end of Year 2 <i>Progress in reading of six steps or more</i> Y1 – 74% and Y2 - 80%	<ul style="list-style-type: none"> • ReadWriteInc baseline identified levels in phonics and reading • Trained additional staff • ReadWriteInc assessments and progress made
Virtual author visits Purchase of new library books to reflect curriculum and wider world issues	For all pupil's attainment in English and maths is at least age related by the end of the year, including oral language skills, aspects of reading and writing. <i>Progress in reading / writing</i> Y1 - 74% / 30% Y2 - 80% / 72%	<ul style="list-style-type: none"> • Assessment data to be used for gap analysis, identify target children and inform next steps • Teachers' professional knowledge of skills and the experiences they lack e.g. day visits to enhance their vocabulary. • Standardised teacher administered tests and progress made

Externally provided programmes N/A

Programme	Provider