

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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	Unicorn Primary School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	V Elvines-Head
Pupil premium lead	Clare -Assistant Head
Governor / Trustee lead	Wasim Butt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,839
Recovery premium funding allocation this academic year	£3,335
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	£37,174

Part A: Pupil premium strategy plan

Statement of intent

It is our intention is that all pupils, irrespective of the challenges they face or their backgrounds, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We recognise the importance of children's mental health and we will ensure that the mental wellbeing of all pupils is supported.

With a growing number of children that qualify for Pupil Premium status (exacerbated by the Covid 19 pandemic and the current cost of living crisis) our response continues to be crucial in respect of academic achievement for all. However, it is just as important to provide opportunities for the children to engage in wider aspects of school life and to broaden their experiences through sport, art, music and educational visits.

As a result key areas that require ongoing attention are:

- Ensuring high standards of quality first teaching. (By all adults)
- Early speech and language assessment and follow up work to address need.
- Targeted intervention to make the access to the wider curriculum easier.
- Emotional and mental health support for children
- Giving children access to opportunities that widen their experiences across the curriculum and beyond – through extra-curricular activities.

We also recognise effective use of pupil premium can encompass and support the needs of vulnerable pupils not eligible for PP funding, and can be effective in the general raising of standards across cohorts.

Challenges

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

Challenge number	Detail of challenge
1	Evidence shows nationally, disadvantaged and vulnerable pupils have a widening gap in attainment, and rate of progress therefore.
2	Continued challenge to recover lost learning experiences due to pandemic.
3	Access to mental health support.
4	Difficulty in accessing resources to support learning at home/ completion of homework.

5	Reduced/low income making some trips and/or extra-curricular activities at school unobtainable.
---	---

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
Improved reading attainment for disadvantaged and vulnerable pupils	<p>Teachers evidence children completing activities on 'Bug Club' for homework tasks.</p> <p>Children talking about their favourite texts and novels.</p> <p>Book scrutiny shows progression in reading comprehension skills acquired, particularly inference.</p> <p>KS2 assessments indicate that more than 70% of disadvantaged pupils meet the expected standard.</p> <p>Progress from prior attainment (KS1) is in line with or exceeds that of the whole cohort.</p>
Improved maths attainment for disadvantaged and vulnerable pupils	<p>KS2 assessments indicate that more than 65% of disadvantaged pupils meet the expected standard.</p> <p>Progress from prior attainment (KS1) is in line with or exceeds that of the whole cohort.</p> <p>Observations and book scrutiny show more disadvantaged children are undertaking 'challenge' questions.</p>
To achieve and sustain improved wellbeing for all pupils in school	<p>Child/parent feedback and observational evidence in school shows children applying self-regulation skills and strategies learned in mentor/therapy sessions.</p> <p>Pupils showing higher levels of resilience and coping strategies when faced with friendship and behaviour issues.</p> <p>Children using the language of emotions.</p> <p>Children demonstrate greater levels of engagement and focus in learning time.</p>
Attendance at all residential trips and participation in (at least one) extra-curricular club by all children regardless of the family income.	<p>Financial circumstances are not a barrier for attendance of residential trips in KS2 (particularly Dorset and Shropshire).</p> <p>Audits show that all children in receipt of PP attend at least one e-c club.</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: £ 4,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL – staff attendance at conferences and webinars – followed by dissemination to other teaching staff.	Previous success with progress and attainment for identified pupils – using ideas, strategies and resources gained from attending PiXL conferences/ watching recorded seminars.	1, 2
Staff working with PIXL associate to identify ways of supporting pupils using PIXL resources.	Previous success with progress and attainment for identified pupils – using ideas, strategies and resources gained from work with PiXL associate in f2f and remote visits.	1, 2
Bug Club – setting home learning tasks. Tracking pupils usage. Supporting parents with access.	Provides access to a wider range of reading material for pupils not accessing another way. Teacher can monitor child's use and progress easily and therefore provide support and feedback to both child and parent.	1, 2, 4

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA support of Y6 cohort with specific focus on identified groups.	Highly trained TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach)	1,2
Specialised TA support for children with specific learning difficulties e.g. dyslexia	Highly trained TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach)	1, 2

TA support for key year groups to support transition – Y2, 3 and Y6	Highly trained TAs deployed where need identified have good impact on attainment and progress. (EEF research backs up this approach)	1, 2
---	--	------

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

Budgeted cost: £ 10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution made towards 'board and lodging' costs of Y4, Y5 and Y6 residential trips	Providing experiences that children may not have access to otherwise – as per personal development curriculum intent of school. Research for and on Ofsted Personal development criteria evidences broadening children's experiences as essential.	2,5
Begin to roll out covering cost of attendance of one extra-curricular club or music tuition.	Providing experiences that children may not have access to otherwise – as per personal development curriculum intent of school. Research for and on Ofsted Personal development criteria evidences broadening children's experiences as essential.	2, 5
Providing play therapy and mentor support for identified children.	Growing need identified. (in some cases exacerbated by Covid). Advised support for children that has experienced trauma and/or challenging family circumstances. (ACES). Evidence shows support can reduce the ongoing impact.	2, 3
Providing identified children with intervention to support emotional regulation – including training for TA in 'Zones of Regulation'.	Growing need identified. (in some cases exacerbated by Covid). Evidence of success with ZoR work in other year groups - specific difficulties for one cohort this year will make them a focus group.	2, 3

Total budgeted cost: £ 37,174

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 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account. However both End of KS1 and KS2 statutory assessments were completed; phonics check, multiplication check and end of EYFS assessments carried out.

School data shows that:

There was only one child in each of the year groups R – 2 in receipt of PPG which makes comparing the data with the cohort in appropriate.

Y6 (7 PP children):

57% of PP children achieved the expected standard in reading and writing, compared to 79/78% of pupils overall.

71% of PP children achieved the expected standard in maths, compared to 78% of pupils overall.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech and Language	Love to Communicate-private therapist
Speech and Language (EYFS language screener)	Love to Communicate-private therapist
Zones of Regulation	Advice and training-Social Eyes
Play Therapy	Private Therapist

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

At Unicorn we have a number of children who we are working with who may not reach the criteria for pupil premium as they do not receive the appropriate government benefits. However these families are often on minimum wage or have had hours cut in the past year and are having to decide how to spend their income carefully.

Many more families have come forward for support in food vouchers.

We provided, through the government scheme and local rotary clubs, laptops for use during lockdown and continue to use these to support home learning/ completion of homework for pupils where needed.