



Pupil premium strategy statement – Pinfold Primary Forest School 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	18
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	One year
Date this statement was published	Sep 2022
Date on which it will be reviewed	Sep 23
Statement authorised by	C. Tjaveondja
Pupil premium lead	C. Tjaveondja
Governor / Trustee lead	S. Kenny

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£9,415
Total budget for this academic year	£26,650

Part A: Pupil premium strategy plan

Statement of intent

We believe children have an unlimited capacity for learning and personal success: our challenging and inspiring Faraway Curriculum will create independent, critical thinkers, confident, responsible and caring, high reaching learners, who can see the magic in our world. They who have the skills and knowledge to be able to keep themselves and others safe and happy challenge discrimination and make our world a better place.

Challenges

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

Challenge number	Detail of challenge
1	For the children with additional needs to get additional support to overcome any Speech and Language barriers with. Children with behaviour, mental health or attention difficulties which act as a barrier will gain strategies to help themselves.
2	To help the children who have experienced trauma to be able to manage their emotions.
3	To ensure children can access the curriculum and be appropriately challenged.
4	Children may not have had as many cultural experiences or life experiences so when learning about the world have significant gaps in their knowledge. For children to engage in Forest School activities in the woods, at least once a week over the whole year, to learn in all weathers through he seasons.
5	To continue to encourage the love of reading that our children have developed Oak class have a Reading Shed, for their playground. We know need to kit is out so it is fit for purpose.
6	To ensure our children know about and have understanding of and tolerance for other faiths:
7	Attendance
8	Enable parental/carer engagement and understanding
9	For school to continue to have up to date resources to implement our PSHE and RSE policy and curriculum that addresses the needs of our children. (including keeping safe online and leading a healthy lifestyle)

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
We will see rapid and sustained progress.	Children will retain their knowledge.
<p>Children will be more able to control their emotions, develop strategies to cope and become calm.</p> <p>CT will disseminate Mental Health Training to staff and staff will be more equipped to help children and other staff with their mental health.</p>	Children and staff will have coping strategies to deal with mental health.
Children will have an extra adult in class for support and guidance.	Children will receive the support they need.
<p>Some of the experience gaps will have been filled and children will have a deeper understanding and starting point for their learning for school to build on these experiences and knowledge, this cultural capital.</p> <p>High achievers will have greater heights to aim for.</p> <p>Children will develop their resilience, develop physical skills, team building skills and scientific knowledge for example seasons, plant identification and learn how to keep themselves and others safe.</p>	Children will have a richer cultural capital and knowledge base to learn further and deeper.
Children will know they have some input to their school, giving them ownership and showing we value reading and them.	Children will be secure readers who love reading.
Children will continue learn about Islam and other religions and be able to relate it to their own beliefs. Hands on learning and visiting a place of worship will make learning real and dispel any fear from ignorance.	Children will understand and embrace other faiths.
Pinfold's attendance will be raised from 91% to closer to the National target of 96%.	Children will come to school.

<p>Children's outcomes and progress will improve</p> <p>Parents will realise it is important to send their children to school regularly, even if they have a sniffle.</p>	
<p>Parents will be able to be more involved in school and their children's education.</p> <p>This will ensure parents are able to educate the children on how to stay safe and put in boundaries. They will know what we teach children in school about staying safe online.</p>	Children will be safe online.
<p>This will include preparing children for high school and include age appropriate Sexual Harassment discussions.</p>	Children will have strategies to keep themselves safe when developing into young adulthood.

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: £ 16000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,3,5
Purchased Red Rose Letters and Sounds phonic package including training and resources	We already have purchased phonetically decodable books to match Letters and Sounds. Red Rose follows the path of the old Letters and Sounds but has improved	1, 5

	and updated the scheme, especially in Phase 5. We have used the Fast Track phonics very successfully with children who are struggling. We want to keep fidelity to the scheme and so have trained the whole school in Red Rose Letters and Sounds.	
English Lead has retrained new staff in the use of Welcomm (Speech and Language Programme)	This has proven a really useful tool to measure children's language development when they join us so interventions can be planned appropriately to accelerate children's learning.	1,5
We spend a chunk of our money on the enrichment of cultural capital.	A lot of our children have few life experiences. We know it is necessary for them to have a visit at the beginning of each term to ensure they have a basis for what they are learning. When children experience things hands on they understand and retain their knowledge and can refer back to their experiences when working in class.	1,2,3,4,6,9

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

Budgeted cost: £ 1012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply teaching time, with our regular supply teacher to assist with reading and writing.	Our children need to have intervention with a teacher that knows them well, in order to bring them on.	1,3

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head to attend Mental Health training	The government have rolled out funding for this training and as head is already a mental health first aider, we can see the benefit of learning more about mental health so our whole school community can benefit.	2,8

Purchase picture books that can be used as a discussion point for different issues.	This strategy works.	2,8
We spend a chunk of our money on the enrichment of cultural capital.	Children will have wider aspirations from visiting places of culture, The Liverpool Philharmonic Hall, a synagogue, The Tate Gallery etc. They can enjoy music and the arts which is good for one's soul and mental health.	1,2,3,4,5,6,9
We our a Forest School and rent a small woodland so our children can learn in nature all day long and all year around.	Nature is good for the soul. Playing and learning in nature with one's peers promotes positive mental health, positive attitudes and offers the children moments of awe and wonder that will add to their personality and strength of character, benefitting our society , our world.	1,2,3,4,5,6,9

Total budgeted cost: £1600, £1012, £7000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a small school, of 20 pupils it is very hard to create groups and see trends. We do look at the disadvantaged pupils when analysing data and there is no evidence to show they are doing worse or better, the results are similar to advantaged children, in our school.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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