

Pupil premium strategy statement – Sky Primary and Eden Project Nursery

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children we hope for across this academic year.

School overview

Detail	Data
Number of children in school	13
Proportion (%) of pupil premium eligible children	23%
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	March 2023
Statement authorised by	Emma Vyvyan Headteacher
Pupil premium lead	Emma Vyvyan
Governor / Trustee lead	Emily Ford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2770
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£2770

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to offer an exceptional experience with learning beyond the classroom at the heart of all we do, and to ensure that every child is supported to succeed and flourish.

We aim to ensure that all children, whatever their starting point, background or challenges they face, are supported to make **good progress and achieve well across the curriculum**. The core purpose of this strategy is to ensure that our disadvantaged children are supported to achieve this aim.

Through this strategy and our wider school improvement plan we will work to understand better and **break down the barriers** faced by our disadvantaged and vulnerable children and enable academic and personal recovery for all.

Quality first teaching (that that happens at the point of learning) is at the centre of our approach and is reflected in the intentions of our wider school improvement plan. Ensuring that this is the best it can be is proven to have the greatest impact on closing the attainment gap between disadvantaged children and their peers whilst at the same time benefitting non-disadvantaged children and therefore sustaining the progress they make.

Through our **curriculum** offer - nature inspired curriculum; learning beyond the classroom; real life and relevant learning; celebrating our sense of place locally and globally and our unique partnership with Eden Project, we aim to provide our children with a **rich, broad and balanced curriculum** offer which will inspire them to learn and thus lead to good attendance. Through our curriculum and the wider experiences and opportunities it offers, children will be afforded opportunities to develop academically, personally and socially.

This strategy must be **responsive and adapt to meet the changing and developing needs** of our school community. To ensure that we remain focused on moving forward we will apply our school's robust and comprehensive approach to monitoring and assessment to ensure that strategies adopted are evaluated as we continue to aim for the best for our children.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Personal, Social and Emotional Needs</p> <p>Assessments, observations and wider school monitoring shows that children (particularly our most disadvantaged) need support with personal, social and emotional needs. Some families have seen this need grow further as a result of the pandemic and children may not have been able to experience usual age.</p>
2	<p>Developing a Love of Reading</p> <p>Reading is at the core of our work as a school and as such we have identified that our disadvantaged children often need more support to engage. We want our children to experience rich books, develop a love and understanding of authors and simply get lost in a book. Our most disadvantaged children and their families need support with this and through our whole-school reading strategy, we are putting all children, particularly our most disadvantaged, at the centre of this work.</p>
3	<p>Cultural Capital, Aspirations and Enriching Life Experiences</p> <p>We know that all families have been hit hard by the pandemic and we know that life can be challenging for many – particularly our most disadvantaged families. Through talking to children and hearing from families, we know that not all children have equal and fair access to experiences that create life-long memories, develop life skills and encourage our children to be the best they can be.</p>
4	<p>Oracy Skills</p> <p>We have identified that our children's' oracy skills need support to develop further. This is important as we know that purposeful talk can improve outcomes and also lead to children developing greater confidence to talk about themselves and others thus increasing their emotional literacy.</p>
5	

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
To maintain improved and supported well-being for all children in our school, particularly our disadvantaged children.	<p>Children are confident and can articulate where they can get support: well-being stations, trusted adults, resources, home.</p> <p>Families are supported to provide their child with support through signposting, resources and Family Cake and Chat sessions to enable community building/networking.</p> <p>Children, as identified, access a range of interventions led by trained staff linked to support wellbeing.</p>

	<p>Pupil surveys reflect their wellbeing being good and well supported.</p> <p>Colleagues' practice is developed further through our work as a Relational Approach School – use of Motional as assessment and interventions.</p> <p>Behaviour standards remain good and relationships between peers are strong.</p>
Children make good progress across the curriculum.	<p>The gaps in attainment between PP and non-PP children closes. This is monitored through summative and formative assessments.</p> <p>Learning outcomes reflect quality learning showing our core values of achievement, aspiration and creativity in action.</p>
Children achieve and maintain standards in reading reinforced by a love of reading leading to high levels of engagement.	<p>Pupil survey and conferencing shows that there is a maintained and increased level of enjoyment in reading.</p> <p>Standards in reading are improved across the school and good progress is made. This is seen in summative and formative assessments.</p> <p>Families engage in sharing books and use Boomreader to comment</p>
Improved oral and language skills and vocabulary among all pupils, particularly our disadvantaged children.	<p>Assessments and observations show improved oral language among all pupils, particularly our disadvantaged. Through triangulation, this is evidenced through outcomes, engagement in lessons and on-going assessments.</p> <p>Wellcome Pack resources show positive progress from interventions in place.</p>
Attendance levels are maintained and the attendance of disadvantaged children is improved.	<p>Whole-school attendance levels are good.</p> <p>The gap between PP and non-PP children closes.</p> <p>Offer and attendance at Breakfast Club and Stay and Play Club reflects positive results.</p>
Families are supported to engage with school and do so.	<p>Families are supported to attend events at school and engage with school staff in conversations and activities to support children's learning and wellbeing.</p> <p>Great Works events and Friends of Sky. Transport, timings and dates of events are carefully considered to enable attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *tbc*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading CPD – early reading (Read Write Inc., a DfE validated systematic synthetic phonics programme)),</p> <p>intervention, whole-school approach and continued monitoring.</p> <p>Boomreader App engagement and progress tracking</p>	<p>DfE – The Reading Framework Phonics – Toolkit Strand – EEF</p>	<p>2,4</p>
<p>Clear commitment to continual professional development (CPD) from our Trust and external partners and agencies. Leaders provided with time to be trained, disseminate and follow-up impact.</p> <p>Eden Partnership CPD programme.</p> <p>Relational Approach CPD</p>	<p>Sutton Trust – quality first teaching has direct impact on outcomes</p>	<p>All aspects</p>
<p>Focus on quality first teaching to ensure that learning is engaging, pupils are supported to achieve well and good progress is made across the curriculum.</p>	<p>EEF guide to pupil premium – tiered approach (point 1).</p> <p>Sutton Trust – quality first teaching has direct impact on outcomes</p>	<p>2,3,4</p>

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

Budgeted cost: £ *tbc*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Interventions for those pupils who are within the lowest 20% through the RWI programme.	EEF – Tuition and Group Teaching Intervention DfE criteria	2,4
Targeted interventions in place to support academic and pastoral needs	EEF – Social and Emotional Learning	1,3
Assessment/activities using Motional SEMH group and individual snapshots	Various neuroscience and child development leads	1
Wellcome Pack and Big Book of Ideas – SLCN toolkit	Phonics – Toolkit Strand – EEF EEF – Tuition and Group Teaching Intervention	

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

Budgeted cost: £ *tbc*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning opportunities and enriched outdoor environment. Purchase of equipment to enable participation	EEF Outdoor learning opportunities	All aspects
Further embed our PSHE curriculum where well-being, safety and awareness	EEF – Improving social and emotional learning in schools Zones of Regulation	1,3

of self, others and the wider world is a core theme.		
Access to daily Breakfast and Stay and Play Club	EEF – Attendance Interventions https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1670404090	

Total budgeted cost: £ *tbc as costs are confirmed*

Part B: Review of the previous academic year

Outcomes for disadvantaged children

We opened our school in September 2022 so in due course please see strategy review on our website for full evaluation of academic year 2022/23.

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 children

Further information (optional)

We focus on the whole child, for every child, when we review and evaluate each child's progress and provision.

Through our Pupil Progress meetings, we ensure that there is regular tracking of impact and planning of next steps for every child, with a focus on our disadvantaged pupils. Within these meetings we look at successes and barriers for all which includes attendance, pastoral needs, academic progress and other contextual factors.

To ensure that our whole staff team know our children well and know what barriers they might face, we use context sheets in class files to ensure that medical, pastoral, academic etc. needs are noted thus informing our provision for each child.