This statement details our school's use of pupil premium (and rec   or the 2021 to 2022 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	Peaslake Free School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sara Dangerfield
Pupil premium lead	Sara Dangerfield
Governor / Trustee lead	David Newman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1385.00
Recovery premium funding allocation this academic year	£2000.00
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	£3385.00

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil premium is to improve the outcomes for disadvantaged pupils across all subjects and to give them opportunities to participate and achieve in a wide range of activities.

All the staff are involved in identifying and analysing the challenges for these children and we work collaboratively to help overcome these for each pupil. Successful strategies are built upon building good relationships with the children and helping their families to support them.

High quality teaching focusses on areas which need supporting, to help close the attainment gap between disadvantaged and non-disadvantaged pupils, and for them to achieve their full potential. Targeted interventions support teaching and bolster confidence in learning.

The Head teacher and teaching staff closely monitor the engagement and progress of pupils and adapt individual and whole school strategies to meets their needs.

Challenges

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

Challenge number	Detail of challenge
1	Some children have a limited vocabulary and poor communication skills leading to listening and talking behaviours that are less effective for learning.
2	Observations and assessments have shown that some children have gaps in their phonological skills.
3	Progress in reading for some children has been adversely affected by the pandemic lockdowns.
4	The progress in writing for some children has been adversely affected by the pandemic lockdowns

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

Children develop the language skills to communicate effectively with adults and their peers.	Monitoring and observations show greater engagement in talk for learning. Children have the opportunity to talk to audiences.
All children have the phonics skills and early reading skills to access the curriculum in full.	All children meet the phonics screening check at the end of year 1
Children acquire the reading skills and confidence to enjoy reading a variety of genres.	Children meet the age-related expectations in reading and enjoy reading. KS1 reading outcomes show 100% of disadvantaged pupils meet the expected standard.
Children make good progress in their writing skills	Disadvantaged children meet the age-related expectations. Sources of evidence include engagement in lessons, book scrutiny and ongoing assessment.

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: £ 1,810.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support for developing language and communication skills	Evidence from the EEF suggesting that language interventions impact on reading and comprehension skills.	1
All staff CPD on phonics and reading.	Approaches adopted from the Reading Framework and validated Phonics programme by DFE.	2,3
Staff CPD in Foundation Subjects Curriculum & Maths	We review and update our skills to enable us to use variety of teaching methods.	4

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

Budgeted cost: £2,535.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions to support disadvantage pupils who require further practise.	The phonics approach Little Wandle, suggests 1 to 1 catch up on the same day as class deliver to embed the phonics, their research indicates a positive impact. Educationendownmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions	1
Direct teacher led intervention providing one to one catch up for phonics.	The EEF supports the use of explicit and systematic teaching of phonics matched to the individual's current level of skill.	2,3

Targeted writing support and interventions for individuals	Diagnostic assessment of pupils next steps can be successfully used for low and high attaining pupils at an individual or whole class level. (EEF)	4

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 2020 to 2021 academic year.

Interventions focussed on speech and language sessions as well as social and communication games. The impact, through observation, showed a gain in confidence and an ability to integrate with peers during playtimes and group work in class.