



Parkland Primary School

Learning together

Pupil Premium Strategy Statement 2021 - 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for 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 | Parkland Primary School |
| Number of pupils in school | 572 |
| Proportion (%) of pupil premium eligible pupils | 30.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | 26 th November 2021 |
| Date on which it will be reviewed | September 2022 October 2023 |
| Statement authorised by | Mr Andrew Hayes |
| Pupil premium lead | Mrs Karin Roberts |
| Governor / Trustee lead | Lauren Charlton (Chair of Advisory Board) |

Funding overview

| Detail | Amount |
|---|-----------------------|
| Pupil premium funding allocation this academic year | £223,652.00 (2023/24) |
| Recovery premium funding allocation this academic year | £10,124 (2021/2022) |
| 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 | £223,652.00 (2023/24) |

Part A: Pupil premium strategy plan

Statement of intent

At Parkland Primary School, disadvantaged pupils are to be identified at the earliest opportunity to ensure that the correct support is in place for pupils and that Pupil Premium funding has the intended impact.

Our intended impact is for all disadvantaged pupils to leave Parkland Primary School at the expected standard in reading, writing and maths as well as supporting pupil wellbeing. To support this, pupil's individual needs are identified to ensure that the right support is put in place. All pupils identified as pupil premium benefit from the funding available, not just those underperforming.

To support pupils changing needs, staff CPD is prioritised to ensure that they are equipped to provide the best quality first teaching available.

Our current pupil premium strategy has been devised after looking closely at the wellbeing and attainment needs of the pupils. Our disadvantaged pupils have faced many challenges as a result of COVID-19 and by looking at wellbeing and attainment data, as a school we have identified the challenges and barriers that affect learning outcomes. School has identified priorities based on need and life outcomes. These are:

- Good attendance
- Wellbeing, behaviour and social skills
- Phonics and reading
- Key writing skills
- Fluency in maths
- Long term retention of knowledge and skills

The purpose of this Pupil Premium strategy is to remove barriers that affect our school priorities so that all pupils can achieve their potential.

We have high expectations for all pupils that attend Parkland Primary School including disadvantaged. We want all pupils to make good progress from their starting points which focuses on all areas of school life. We also believe that it is important provide wellbeing, academic and parenting support to parents to ensure that they can support their children in the best way possible.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

| | |
|---|--|
| 1 | <p>Communication, language and reading – Assessments, observations and pupil voice indicates that pupils’ language skills are underdeveloped, and vocabulary understanding is limited. EYFS, year 1 and 2 pupils language development has been limited because of COVID-19.</p> <p>Attainment of reading for disadvantaged learners is not in line with their peers and is below national expectations</p> |
| 2 | <p>Stamina for writing including fine motor skills – Assessments, observations having identified that writing stamina has suffered during national lockdowns. On returning to school, pupils handwriting and engagement levels in writing, particularly within disadvantaged cohorts, was significantly below the school expectations. This was reflected in a widening gap in attainment between disadvantaged and non-disadvantaged.</p> |
| 3 | <p>Retention of learning over time – Assessments and observations have identified, because of National lockdowns and reduced engagement in remote learning, pupils have not retained core knowledge and skills from previous.</p> <p>This has resulted in significant knowledge gaps and pupils falling further behind in reading, writing and maths</p> |
| 4 | <p>Attendance – Our attendance data in 2020/2021 indicates that attendance among disadvantaged pupils has been 2.58% lower than Non-disadvantaged. Persistent absence of disadvantaged pupils was 6.32% higher than non-disadvantaged. (13.99% vs 6.67%). Assessment data indicates that this is having a negative impact on attainment over time.</p> |
| 5 | <p>Wellbeing and behaviour – Our well-being assessments, observations and reporting systems have identified social and emotional issues for many pupils, notably their emotional positive state and positive outlook as a result of the current pandemic. Many disadvantaged pupils have found returning to school, after a national lockdown, difficult for a wide range of reasons.</p> <p>Assessment data has identified a widening range of wellbeing need and this has been reflected in the support that needs to be put in place with 65% of disadvantaged pupils receiving pastoral support throughout the last school year.</p> |

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 |
|--|---|
| Disadvantaged pupils will achieve expected standards for reading | <ul style="list-style-type: none"> • 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1 • 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Y2 and Y6 for reading |
| Disadvantaged pupils have improved writing stamina and writing outcomes are in line with their peers | <ul style="list-style-type: none"> • 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2 • Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling • Assessments and observations identify that disadvantaged pupils are able to write at length and include accurate writing skills for their age range |

| | |
|--|--|
| Disadvantaged pupils outcomes have improved and are able to retrieve information from prior learning | <ul style="list-style-type: none"> • Staff use and apply cognitive science techniques in lessons • Pupils have regular opportunities to retrieve prior learning through practice • Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching • Pupil voice identifies that the use of retrieval practice techniques are supporting their learning |
| The attendance of disadvantaged pupils is in line with national expectations | <ul style="list-style-type: none"> • School and parents work together to support improving pupil attendance • Disadvantaged pupils' attendance is rising from previous years data • Persistent absence is reducing in disadvantaged pupils • Attendance is in line or above national expectations of 96% |
| The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing | <ul style="list-style-type: none"> • Assessment data shows that the well being of disadvantaged pupils is increasing from previous assessments • Wellbeing interventions are having impact on pupils' behaviour • Behaviour incidents are reducing in disadvantaged pupils • Pupils in school and well behaved and follow the school's behaviour expectations |

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: £38,857

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Reading Ready – CPD</p> <p>This builds on from Trust CPD in 2021-2022</p> <p>£4,938 (1/3 TA)</p> | <p>EEF research on early literacy identifies the development of good oracy, a balanced reading approach involving developing a range of reading strategies and consistent phonics teaching ensures that pupils are well equipped to engage in reading.</p> <p>Oral language intervention – EEF Toolkit</p> | 1 |

| | | |
|---|---|-------|
| <p>Embed the use of whole class guided reading, targeted 1-1 reading and the use of Accelerated Reader to assess</p> <p>This builds on from Trust CPD in 2021-2022</p> <p>£4,938 (1/3 TA)</p> | <p>EEF Research into high reading comprehension strategies shows high impact for very low cost based on very extensive research.</p> <p>Reading comprehension strategies + 6 months Research states it is imperative that the right level of text is identified to support pupil progress, so the use of AR will enable this.</p> <p>Reading comprehension strategies EEF</p> | |
| <p>Developing a consistent approach to writing – CPD</p> <p>This builds on from trust CPD in 2021-2022</p> <p>£4,938 (1/3 TA)</p> | <p>Research identifies that a consistent writing approach that focuses on engaging stimuli, building a progression of writing skills and effective modelling of writing will improve writing outcomes.</p> <p>Literacy KS1 Recommendations - EEF Literacy KS2 Recommendations - EEF</p> | 2 |
| <p>Phonics and Early Reading</p> <p>Embed the use of Little Wandle phonics scheme to ensure that pupils make good progress in EYFS and Year 1.</p> <p>£1250 (2023/24)</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p>Teacher development time</p> <p>£ 22,393</p> <p>2 Cover Supervisors 0.5 TA</p> | <p>Teachers engaging in the latest research in teaching and learning to provide high quality teaching for all. To narrow the gap between disadvantaged children and their peers</p> <p>Using digital technology to improve learning - EEF</p> | 1/2/3 |
| <p>Implementing a new handwriting policy</p> <p>£0</p> | <p>Handwriting of disadvantaged pupils is severely impacting on their overall writing attainment. A new and consistent approach to handwriting has been introduced following the teach handwriting curriculum designed to close the gap and improve overall attainment.</p> <p>Literacy KS1 Recommendations - EEF Literacy KS2 Recommendations - EEF</p> | 2 |

| | | |
|--------------------------------|---|-------|
| Spelling shed £400 | Spelling of disadvantaged pupils is severely impacting on their overall writing attainment. Spelling shed is a nationally recognised approach which covers all national curriculum spelling objectives and includes a blended learning approach to engage pupils. Literacy KS1 Recommendations - EEF Literacy KS2 Recommendations - EEF Using digital technology to improve learning - EEF | 2 |
| Pre and post assessments £0 | EEF research has identified that diagnostic assessment support closing the gap. Pre assessment will be used to ensure that the learning taking place, meets the needs of the pupils and identifies gaps in pupils knowledge. Using digital technology to improve learning - EEF Diagnostic assessment - EEF | 1/2/3 |

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

Budgeted cost: £59,917

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Century Tech £1605 | Century is a blended learning app that will be used to support pupil interventions. It covers the maths and English curriculum and create personalised intervention. Diagnostic assessment - EEF Using digital technology to improve learning - EEF | 1/2/3 |
| Rapid Catch-up Phonics intervention £9,493 0.5 TA | Specific intervention that is part of the Little Wandle Phonics Programme. Rapid intervention for pupils in EYFS, and Year 1 to meet end of year expectations. Rapid intervention for pupils in Year 2 and Key Stage 2 (who did not pass the phonics screen) Teaching assistant interventions - EEF | 1 |

| | | |
|--|---|-------|
| Pre-teach (cost of TA) £19,347 1.5 TA | Use of diagnostic assessment to identify knowledge that pupils need to recap on before the next element of learning is delivered Diagnostic assessment - EEF Teaching assistant interventions - EEF | 1/2/3 |
| TA Cost £19,347 1.0, 1x0.5 TA | A teaching assistant to run rapid interventions in class Teaching assistant interventions - EEF | 1/2/3 |
| National tutoring £15,768 £10125 (2023/24) | tutoring aimed at supporting improvements in writing 1-1 tuition - EEF | 2 |

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

Budgeted cost: £123,433

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------|---|-------------------------------|
| Pastoral support £69,735 | A dedicated pastoral team ensures that there are people available to support establishing daily routines, providing behaviour and well being support for pupils and parents and ensuring the safeguarding of children. The pastoral team also run interventions designed to support pupils wellbeing Social and Emotional learning - EEF | 5 |
| School councillor £7,400 | To support disadvantaged pupils who need further support after a traumatic incident Social and Emotional learning - EEF | 5 |
| ELSA £18,850 | Provide wellbeing and behavioural support for disadvantaged pupils who struggle with emotions Social and Emotional learning - EEF | 5 |

| | | |
|---|--|---|
| Bounce Well-being Survey £780 | Well-being assessment completed by pupils to identify pupils who will require well-being support. This will also be used to measure the impact of well being interventions delivered by the pastoral team. Social and Emotional learning - EEF Diagnostic assessment - EEF | 5 |
| Attendance £17,968 | A dedicated attendance officer who will work with school leaders and families to help improve attendance and reduce persistent absence in disadvantaged pupils DFE improving school attendance | 4 |
| Breakfast provision £1,000 2020/21 £2,500 2023/24 | To ensure that pupils are ready for a day of learning Social and Emotional learning - EEF | 5 |
| Trips £1,000 (2020/21) £3,500 (2023/24) | To ensure that all Pupil Premium children can attend residential Social and Emotional learning - EEF | 5 |
| Swimming (added 2023/24) £1000 | To ensure that all Pupil Premium children can learn to swim. Social and Emotional learning - EEF | 5 |
| Happy Lunchtimes (added 2023/24) £1,700 | To support behaviour at lunch times Behaviour ethos - EEF | 5 |

Total budgeted cost: £222,207

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2022 – 2023

This details the impact that our Pupil Premium Activity had on pupils in the 2022 – 2023 academic year.

Attainment

| School Results | 2019 | | | 2020 | | | 2021 | | | 2022 | | | 2023 | | |
|----------------|------|----|----|------|---|---|------|----|----|------|----|----|------|----|----|
| | R | W | M | R | W | M | R | W | M | R | W | M | R | W | M |
| Year 2 | 47 | 32 | 32 | N/A | | | 52 | 52 | 48 | 60 | 50 | 55 | 44 | 38 | 47 |
| Year 6 | 53 | 53 | 60 | N/A | | | 52 | 42 | 59 | 73 | 50 | 60 | 60 | 60 | 60 |
| Year 1 Phonics | 68.4 | | | N/A | | | 68 | | | 59 | | | 69 | | |
| Year 4 MTC | N/A | | | N/A | | | 63 | | | 82 | | | 80 | | |
| EYFS GLD | 53.8 | | | N/A | | | 19 | | | 50 | | | 51 | | |

| KS2 National Results | Reading | Writing | Maths | Combined |
|----------------------|---------|---------|-------|----------|
| All Pupils | 68% | 72% | 73% | 58% |
| Pupil Premium | 60% | 60% | 60% | 53% |

Attainment of pupil premium children has continued to rise over the last five years in many areas. In writing at KS2 there has been a 9% increase. Year 1 phonics score has improved by 17% from the previous year with 69% passing the phonics screen.

The attainment of the MTC in year 4 has maintained from the previous year's 19% increase. GLD in EYFS has also maintained on the previous year's 31% increase.

The attainment in KS1 has dropped across all subjects, this cohort missed out on a whole term's learning during the COVID lockdown. 21% of pupil premium children are also on the SEND register.

Actions Arising

- Reading ready to continue with a whole school focus on continuing to embed reading approach, particularly for new staff and ECT.
- Rapid catch-up phonics to be used in KS2 on children who failed the phonics screening in year 2
- Rapid catch-up phonics to be used in KS1 on children who failed the phonics screening in year 1

Outcome 1 - Disadvantaged pupils will achieve expected standards for reading

- 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1
- 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Yr 2 and Y6 for reading

69% of PP children met the expected standard for phonics at the end of year 1. They began the school year significantly below previous years as a result of COVID lockdowns in EYFS.

50% of PP were GLD in EYFS this was from a baseline of 6% at the beginning of the academic year and also in line with non-PP children. In the reading strand 61% of PP children met the expected standard and 57% were on track in phonics.

40% of PP children met the expected standard for reading in year 2, 55% of these children are also on the SEND register.

63% of PP children met the expected standard for reading in year 6

Pupils across KS1 showed high progress in Reading Ready program which is designed to improve comprehension skills.

Actions Arising

- Pupils in KS1 to receive phonics based on the new phonics scheme (Little Wandle) which has been introduced in September 2023 with PP children prioritised for interventions
- Identify PP children in year 3 who did not pass the phonics and (Little Wandle) intervention to be introduced in September 2023
- Continue to use Reading Ready materials to support inference in KS1.
- Embed the whole school reading approach further focusing on new staff and ECTs

Outcome 2 - Disadvantaged pupils have improved writing stamina and writing outcomes are in line with their peers

- 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2
- Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling
- Assessments and observations identify that disadvantaged pupils are able to write at length and include accurate writing skills for their age range

Writing stamina has been affected by COVID in all pupils across the school. PP children's attainment in writing for EYFS is at 50%, year 6 writing is at 63% which is inline with non-PP children. Year 2 writing has dropped from the previous year due to high SEND needs in the cohort.

Writing stamina has improved in most year groups with observations showing that children are able to write at length.

Actions Arising

- EYFS to create a writing Taf to improve the consistency of writing.
- PP children to be identified in year 3 and interventions put in place to improve writing.

Outcome 3 - Disadvantaged pupils outcomes have improved and are able to retrieve information from prior learning

- Staff use and apply cognitive science techniques in lessons
- Pupils have regular opportunities to retrieve prior learning through practice
- Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching
- Pupil voice identifies that the use of retrieval practice techniques are supporting their learning

All staff have received training on Rosenshine’s Principles with dedicated research time (TDT) to embed this approach.

Some staff have developed the use of technology to support cognitive overload in writing. A group of boys in year 5 used devices to support the writing process which allowed them to focus on the content of writing reducing the need to focus on handwriting also. They were then able to edit and write up their work, reducing their cognitive overload. They talked positively about this and particularly enjoyed the use of technology.

Retrieval practice has been delivered at the beginning of each lesson while specific times have been timetabled to focus on maths and grammar each week also.

Pupil voice from Ofsted identified that pupils know that they look to retrieve information from one day, week, month and year. They talk positively about this process, but some admit that they sometimes still forget.

Actions Arising

- Monitoring of learning focuses on cognitive overload with specific feedback given to support lesson planning
- To develop a way to accurately assess children in foundation subjects.

Outcome 4 - The attendance of disadvantaged pupils is in line with national expectations

- School and parents work together to support improving pupil attendance
- Disadvantaged pupils’ attendance is rising from previous years data
- Persistent absence is reducing in disadvantaged pupils
- Attendance is in line or above national expectations of 96%

| | Whole School | Pupil Premium | Non-Pupil Premium | Whole School PA | Pupil Premium PA |
|-------|---------------------|----------------------|--------------------------|------------------------|-------------------------|
| 19/20 | 95.04% | 93.69% | 95.56% | 12.96% | 18.72% |
| 20/21 | 96.19% | 94.32% | 96.88% | 9.25% | 13.25% |
| 21/22 | 94.29% | 91.61% | 94.49% | 13.65% | 28.42% |
| 22/23 | 94.00% | 91.02% | 96.16% | 13.8% | 27.10% |

Attendance in school is in line with the previous year’s data and shows little change. Due to the cost-of-living crisis there has been an increase in families taking children on holidays during term time, parents continue to be fined for this.

The national average for primary schools in 22/23 was 92.% (FFT). DfE Autumn term guidance identified that Pupil Premium Attendance nationally was 88.6% with PA at 22.3%.

There are 4 PP children on a reduced timetable due to social and emotional needs, 1 PP child who is a school refuser. 1 PP child was reported to the inclusion team as missing in education.

For all pupils whose attendance was below the expected standard, this was tracked and school worked with parents to improve this. This included breakfast club interventions, pastoral and ELSA support or classroom intervention.

Actions Arising

- School have adopted the guidance on improving school attendance from DfE and have amended the attendance policy accordingly.
- Attendance officer and SLT member responsible for attendance have put further monitoring procedures in place to ensure that a drop in attendance is identified sooner so that school can begin to work with families.
- Parents to be given NHS guidance on when a child can attend school when ill.
- Parents to be given information regarding the impact of term time holidays.

- Interventions have been set up focusing on pupils already identified.

Outcome 5 - The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing

- Assessment data shows that the wellbeing of disadvantaged pupils is increasing from previous assessments
- Wellbeing interventions are having impact on pupils' behaviour
- Behaviour incidents are reducing in disadvantaged pupils
- Pupils in school and well behaved and follow the school's behaviour expectations

| Year group | Pupil Premium | Pastoral Support this Year | ELSA | Behaviour support | OT |
|------------|---------------|----------------------------|------|-------------------|----|
| EYFS | 18 | 7 | 0 | 2 | |
| 1 | 16 | 10 | 1 | 6 | |
| 2 | 24 | 13 | 9 | 6 | 2 |
| 3 | 35 | 10 | 6 | 2 | 1 |
| 4 | 22 | 14 | 9 | 5 | 1 |
| 5 | 31 | 17 | 18 | 4 | 3 |
| 6 | 30 | 22 | 2 | 12 | 4 |
| Total | 176 | 93 | 45 | 37 | 11 |

A total of 175 pupils have had well-being support throughout the school year. We have seen an increase in PP children having mental health problems regarding anxiety, depression and self-harm. We have reacted by increasing the ELSA support and pastoral support available. ELSA supports 45 PP children compared to 30 2 years ago.

Behavioural incidents have reduced from the previous year across the whole school although there have been a number of PP children who have needed greater pastoral or behaviour support throughout the school day.

Wellbeing survey used by pastoral team and class teachers to address any SEMH issues.

Actions Arising

- School to ensure the wellbeing survey is being used to identify children who need additional support
- Pastoral Team to continue to provide pastoral and ELSA support to pupils who are identified as needing this

2021 – 2022

This details the impact that our Pupil Premium Activity had on pupils in the 2021 – 2022 academic year.

| Attainment | | | | | | | | | | | | |
|----------------|------|----|----|------|---|---|------|----|----|------|----|----|
| School Results | 2019 | | | 2020 | | | 2021 | | | 2022 | | |
| % | R | W | M | R | W | M | R | W | M | R | W | M |
| Year 2 | 47 | 32 | 32 | N/A | | | 52 | 52 | 48 | 60 | 50 | 55 |
| Year 6 | 53 | 53 | 60 | N/A | | | 52 | 42 | 59 | 73 | 50 | 60 |
| Year 1 Phonics | 68.4 | | | N/A | | | 68 | | | 59 | | |
| Year 4 MTC | N/A | | | N/A | | | 63 | | | 82 | | |
| EYFS GLD | 53.8 | | | N/A | | | 19 | | | 50 | | |

| KS2 National Results | Reading | Writing | Maths | Combined |
|----------------------|---------|---------|-------|----------|
| All Pupils | 74% | 69% | 71% | 59% |
| Pupil Premium | 62% | 55% | 56% | N/A |

Attainment of pupil premium children has continued to rise over the last four years in many areas. In reading, this has been an increase in PP attainment in Year 2 and 6 SATs assessments (13% and 20% respectively) In writing there has been an increase in writing at Year 2 and in year 6, it has increased by 8% from 2021.

The attainment of phonics has dropped by 9%. This is as a result of lockdown while in reception in 2021. There has been a significant increase in attainment of PP children in EYFS with 50% achieving GLD. This is up by 31% from the previous year which was affected by the

2021 lockdown. The % of PP children meeting the expectations of the MTC has increased by 19% from 2021.

PP children in year 6 were above the PP national average in reading and in line in maths.

Actions Arising

- Writing has become a whole school priority on the School Raising Achievement Plan
- New Phonics scheme is to be introduced in September 2022
- Reading ready to continue with a whole school focus on continuing to embed reading approach, particularly for new staff and ECT

Outcome 1 - Disadvantaged pupils will achieve expected standards for reading

- 70% of disadvantaged pupils meet national expectations for phonics by the end of year 1
- 60% of disadvantaged pupils meet end of year statutory expectations in EYFS, Yr 2 and Y6 for reading

59% of PP children met the expected standard for phonics at the end of year 1. They began the school year significantly below previous years as a result of COVID lockdowns in EYFS.

85% of PP children in year 2 passed the phonic screen. This was completed as a result of no statutory assessment in 2021.

50% of PP were GLD in EYFS. For the reading strands, 64% of PP children met the expected standard and 57% were on track in phonics.

60% of PP children met the expected standard for reading in year 2

73% of PP children met the expected standard for reading in year 6

Pupils across KS1 showed high progress in Reading Ready program which is designed to improve comprehension skills.

Actions Arising

- Pupils in KS1 to receive phonics based on the new phonics scheme (Little Wandle) which has been introduced in September 2022 with PP children prioritised for interventions
- Continue to use Reading Ready materials to support inference in KS1.
- Embed the whole school reading approach further focusing on new staff and ECTs

Outcome 2 - Disadvantaged pupils have improved writing stamina and writing outcomes are in line with their peers

- 70% of disadvantage pupils handwriting meets end of year expectations in KS1 and KS2
- Disadvantaged show accelerated progress in closing the attainment gap, specifically spelling
- Assessments and observations identify that disadvantaged pupils are able to write at length and include accurate writing skills for their age range

Writing stamina has been affected by COVID in all pupils across the school. PP children's attainment in writing has increased in EYFS and Year 6 but reduced slightly in year 2

New spelling approach has been introduced to the school with a blended learning approach used to support this. Spelling lessons have been regularly taught and inline with the spelling policy that we introduced. This was identified as a barrier to attainment in 2021. Attainment of PP writing as increased and spelling improvement has been a contributing factor.

Actions Arising

Amended handwriting policy to fit inline with Little Wandle phonics

All pupils have been baselined against Year group TAFs. This will be used to measure impact in handwriting in Summer 2023

Writing is a whole school priority in 22/23 and has been added to the school Raising Achievement Plan

Outcome 3 - Disadvantaged pupils outcomes have improved and are able to retrieve information from prior learning

- Staff use and apply cognitive science techniques in lessons
- Pupils have regular opportunities to retrieve prior learning through practice
- Staff have a clear understanding of Rosenshine's principles and apply it to their quality first teaching
- Pupil voice identifies that the use of retrieval practice techniques are supporting their learning

All staff have received training on Rosenshine's Principles with dedicated research time (TDT) to embed this approach.

Some staff have developed the use of technology to support cognitive overload in writing. A group of boys in year 4 used devices to support the writing process which allowed them to focus on the content of writing reducing the need to focus on handwriting also. They were then able to edit and write up their work, reducing their cognitive overload. They talked positively about this and particularly enjoyed the use of technology.

Retrieval practice has been delivered at the beginning of each lesson while specific times have been timetabled to focus on maths and grammar each week also.

Pupil voice from Trust Quality Assurance identified that pupils know that they look to retrieve information from one day, week, month and year. They talk positively about this process but some admit that they sometimes still forget.

Actions Arising

- Monitoring of learning focuses on cognitive overload with specific feedback given to support lesson planning
- TDT to continue with a focus on assessment for learning and effective planning as part of QFT

Outcome 4 - The attendance of disadvantaged pupils is in line with national expectations

- School and parents work together to support improving pupil attendance
- Disadvantaged pupils' attendance is rising from previous years data
- Persistent absence is reducing in disadvantaged pupils
- Attendance is in line or above national expectations of 96%

| | Whole School | Pupil Premium | Non-Pupil Premium | Whole School PA | Pupil Premium PA |
|-------|---------------------|----------------------|--------------------------|------------------------|-------------------------|
| 19/20 | 95.04% | 93.69% | 95.56% | 12.96% | 18.72% |
| 20/21 | 96.19% | 94.32% | 96.88% | 9.25% | 13.25% |
| 21/22 | 94.29% | 91.61% | 94.49% | 13.65% | 28.42% |

Attendance in school dropped in 21/22. This was as a result of COVID absence that was coded as absence while in previous years, it had not accounted towards attendance. When COVID absence was removed, PP children's attendance increased to 92.68% and persistent absence dropped by 7.4% to 21.02%.

The national average for primary schools in 21/22 was 92.8% (FFT). DfE Autumn term guidance identified that Pupil Premium Attendance nationally was 90.3% with PA at 33.6%.

5 pupils were referred to the LA inclusion service. For all pupils whose attendance was below the expected standard, this was tracked and school worked with parents to improve this. This included breakfast club interventions, pastoral and ELSA support or classroom intervention.

Actions Arising

- School have adopted the guidance on improving school attendance from DfE and have amended the attendance policy accordingly.
- Staff training on attendance and introductions of structured conversations between parents and teachers to identify barriers and address these sooner.
- Attendance officer and SLT member responsible for attendance have put further monitoring procedures in place to ensure that a drop in attendance is identified sooner so that school can begin to work with families.
- Interventions have been set up focusing on pupils already identified.

Outcome 5 - The wellbeing of disadvantaged pupils is increasing with behaviour incidents reducing

- Assessment data shows that the wellbeing of disadvantaged pupils is increasing from previous assessments
- Wellbeing interventions are having impact on pupils' behaviour
- Behaviour incidents are reducing in disadvantaged pupils
- Pupils in school are well behaved and follow the school's behaviour expectations

| Year group | Pupil Premium | Pastoral Support this Year | ELSA | Behaviour support | OT |
|------------|---------------|----------------------------|------|-------------------|----|
| EYFS | 13 | 5 | 1 | 1 | - |
| 1 | 21 | 11 | 8 | 1 | 4 |
| 2 | 18 | 5 | 1 | 1 | - |
| 3 | 27 | 22 | 23 | 4 | 3 |
| 4 | 22 | 11 | 8 | 3 | 2 |
| 5 | 25 | 19 | 4 | - | - |
| 6 | 25 | 14 | 12 | 2 | - |
| Total | | 87 | 57 | 12 | 9 |

A total of 165 pupils have had well being support throughout the school year. We have seen an increase in PP children having mental health problems regarding anxiety, depression and selfharm. We have reacted by increasing the ELSA support and pastoral support available. ELSA

support 57 PP children compared to 30 in the previous year. There was a reduction in overall wellbeing incidents across the school.

Behavioural incidents have reduced from the previous year across the whole school although there have been a number of PP children who have needed greater pastoral or behaviour support throughout the school day.

Actions Arising

- School to purchase a wellbeing survey to better identify wellbeing needs earlier
- Strategically review and amend the pastoral support so that there is more support available
- Pastoral Team to continue to provide pastoral and ELSA support to pupils who are identified as needing this

2020 - 2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attainment

Our internal assessments during 20/21 identified that the performance of disadvantaged pupils was lower than 18/19 in reading, writing and maths. The main reason for was due to the impact that COVID-19 had on disrupting learning. Pupils were not able to received their continued quality first teaching and interventions were affected as there was a reduced staff in school. When pupils returned, due to the nature of the lockdown, school had to prioritise pupil mental health as this was a significant barrier as the lockdown lifted. School remained open to keyworkers and those identified as most in need. As a result, some of our disadvantaged pupils came into school to continue to receive face to face learning while others received remote learning where possible. This included loaning of 80 school devices to support remote learning. Teachers continued to deliver a similar curriculum during lockdown and facilitated this using pre-recorded and live lessons. 79% of pupils who were at home engaged in remote learning however the engagement of disadvantaged pupils was significantly lower. Below is data that was completed for the MTC and phonics. This was reported to the DfE and LA in 20/21.

Multiplication tables check

| YEAR 4 | MTC Result % |
|-------------------|--------------|
| All | 74.7% |
| Non-Disadvantaged | 80.8% |
| Disadvantaged | 56% |

Note – Pupils missed a term of learning as a result of a national lockdown.

Year 2 Phonics Check

| YEAR 2 | Screening Result % |
|-------------------|--------------------|
| All | 90% |
| Non-Disadvantaged | 84% |
| Disadvantaged | 95% |

Note – Pupils missed a term of learning as a result of a national lockdown.

Outcome

Wellbeing and mental health support for children eligible for pupil premium.

A total of 159 disadvantaged pupils received pastoral support over the school year.

| Year group | Pupil Premium | Pastoral Support this Year | ELSA | Behaviour support | OT | Gardening |
|------------|---------------|----------------------------|------|-------------------|----|-----------|
| | | | | | | |

| | | | | | | |
|------|----|----|---|---|---|---|
| EYFS | 21 | 13 | - | - | - | - |
| 1 | 17 | 10 | 1 | - | - | - |
| 2 | 23 | 9 | 1 | 2 | - | 4 |
| 3 | 25 | 17 | 9 | 1 | - | 4 |
| 4 | 25 | 19 | 4 | 1 | 1 | 2 |
| 5 | 27 | 15 | 6 | 3 | - | - |
| 6 | 27 | 23 | 9 | 4 | 1 | - |

| | |
|----------------|---|
| Outcome | Increased attendance so that all pupils, including PP, achieve at least 96% attendance |
|----------------|---|

Attendance outcomes have increased, and persistent absence has reduced.

| | Attendance | Persistent Absence |
|--------------------------------|-------------------|---------------------------|
| Whole School 19/20 | 95.04% | 12.96% |
| Whole School 20/21 | 96.19% | 9.25% |
| Pupil Premium 19/20 | 93.69% | 18.72% |
| Pupil Premium 20/21 | 94.32% | 13.25% |
| Non-Pupil Premium 19/20 | 95.56% | 10.74% |
| Non-Pupil Premium 20/21 | 96.88% | 7.71% |

| | |
|---------|--|
| Outcome | Increase opportunities to develop cultural capital |
|---------|--|

There were no trips during 20/21 as COVID restrictions prevented this from happening.