

# Pownall Green 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	Pownall Green Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Julie Kersh, Headteacher
Pupil premium lead	Nina Nikolaidis, Inclusion Coordinator
Governor / Trustee lead	Mark Harley, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,660
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,394
<b>Total budget for this academic year</b>	<b>£51,114</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Pownall Green, our aim is that all pupils, irrespective of their background or the challenges they face, have high aspirations, make good progress, achieve their full potential in all subject areas, feel confident and enjoy a wide range of experiences. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that aim.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to achieve. To ensure they are effective we:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the learning activities they engage in
- act early to intervene at the point need is identified

## Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils and families have identified that over half of our disadvantaged pupils experience social and emotional challenges, including difficulties with peer relationships. These issues affect all areas of the children's life, including their academic attainment.
2	Assessments and observations indicate that over a fifth of our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Assessments and observations indicate that 45% of our disadvantaged pupils are not currently on track to achieve age-related expectations in reading.
4	Assessments and observations indicate that 59% of our disadvantaged pupils are not currently on track to achieve age-related expectations in writing.
5	Assessments and observations indicate that 50% of our disadvantaged pupils are not currently on track to achieve age-related expectations in maths.
6	Audits and discussions with pupils and families have identified that over 30% of our disadvantaged pupils have less access than their peers to a wide range of extra-curricular experiences.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (Summer 2024), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved emotional wellbeing for all pupils, particularly those who are disadvantaged	Qualitative data from pupil voice, parent/carer surveys and observations by staff demonstrate sustained high levels of wellbeing and positive peer relationships.
Progress data for Reading for disadvantaged pupils is improved.	The gap between Average Progress Score of our disadvantaged pupils and non-disadvantaged pupils has narrowed and is more in line with the national picture.
Progress data for Writing for disadvantaged pupils is improved.	The gap between Average Progress Score of our disadvantaged pupils and non-disadvantaged pupils has narrowed and is more in line with the national picture.
Progress data for Maths for disadvantaged pupils is improved.	The gap between Average Progress Score of our disadvantaged pupils and non-disadvantaged pupils has narrowed and is more in line with the national picture.
Broaden horizons of disadvantaged pupils by ensuring equal access to a wide range of extra-curricular activities	Club-attendance data indicates that disadvantaged pupils are just as likely as their peers to be accessing extra-curricular activities.

## 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

Budgeted cost: £ 7270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Audit the impact of MPTA training (Maximising the Impact of Teaching Assistants) and extend training to new members of staff.</p>	<p>Research indicates improvements in pupil engagement. See EEF blog: Maximising the Impact of Teaching Assistants in the Classroom – Exploring the Evidence.</p>	<p>2, 3, 4, 5</p>
<p>Purchase of a <u>DfE validated Systemic Synthetic Phonics programme</u> (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils.</p> <p>Training for staff across school to ensure optimum delivery.</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><u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	<p>5</p>

<p>Purchase of standardised diagnostic assessments for Reading and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><u><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></u></p>	<p>3, 5</p>
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## Targeted academic support

Budgeted cost: £ 11,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide school-led tutoring for individuals and small groups whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u></p> <p>And in small groups:</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>2, 3, 4, 5</p>
<p>Experienced Learning Mentors providing 1:1 and small group interventions in Literacy and Maths</p>	<p>Evidence shows that small group intervention delivered by a teacher or trained teaching assistant is effective when targeted at meeting needs identified by diagnostic assessment: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	<p>2, 3, 4, 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions:</p>	<p>2</p>

	<u>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</u>	
Purchase of licences for Lexia Core 5 reading programme.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. EEF's independent evaluation found that children who received Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. (See EEF Evaluation report).	2, 3, 4

## Wider strategies

Budgeted cost: £ 32,454

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning: Implementation of new approach to learning about Emotional Regulation across school.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1
<p>Targeted, bespoke support and interventions for individuals and small groups, provided by trained Pastoral Mentor.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1

<p>Audit attendance at extra-curricular activities for disadvantaged pupils. Provide financial support for disadvantaged pupils to attend extra-curricular activities.</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” See Social Mobility Commission report ‘An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility.’</p>	<p>6</p>
<p>Provide additional time for Inclusion Coordinator to support the emotional wellbeing of pupils and families affected by the pandemic.</p>	<p>“Pupils with better health and wellbeing are likely to achieve better academically.” Extract from ‘The Link between pupil health and wellbeing and attainment: A briefing for head teachers, governors and staff in education settings’, Public Health England, November 2014.</p>	<p>1</p>

**Total budgeted cost: £ 50,772**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Summary of main aims for disadvantaged pupils 2020-2021:

1. Develop Literacy skills (reading and writing) and mathematics to enable pupils to reach their full academic potential
2. Develop self-esteem and confidence
3. Support emotional regulation
4. Ensure access to remote learning, extra-curricular activities or school itself

The impact of our pupil premium activity last year is detailed below:

Barrier targeted	Chosen action/approach	Outcomes/Impact
1,2,3	<p>A Pastoral Mentor provides a range of additional support to individuals with their learning, targeting their particular needs. This includes academic support (Spoken Language, Reading, Writing and Maths); additional motivation and challenge.</p> <p>The Pastoral Mentor supports individual pupils with aspects of emotional literacy and emotional regulation. She also provides advice and support for staff and parents/carers of children in this area.</p>	<p>Consolidation of understanding. Increased academic progress. Increased confidence and engagement in whole-class learning. Improvements in self-confidence.</p> <p>Enhanced self-esteem. Enhanced emotional regulation enabling children to focus more on their learning. Development of social skills.</p>
1	<p>Additional Literacy and Maths Support with Learning Mentors for identified pupils.</p>	<p>Enhanced confidence and engagement with learning. Improvements in phonics, reading, writing and maths. Increased ability to access learning across the curriculum. Development of fundamental life skills.</p>

4	Chromebooks to support remote learning.	Increase in ability to join remote 'live' sessions. Children were enabled to participate in remote teaching and learning.
1	Computer-based reading programme for identified pupils.	Increased engagement with reading. Improvements in word-reading skills and comprehension.
1, 2, 3, 4	Support from school's Inclusion Coordinator	Profile of Pupil Premium pupils is high amongst staff. Strong home / school relationships and good lines of communication. Appropriately focussed interventions for pupils. Access to advice and support from outside agencies, for staff and families.
3	Additional adult support	Maintained sense of belonging, which is paramount to wellbeing.
4	Support with attendance and learning at home.	School attendance has been maintained. Engagement in learning at school has been high.
4	Subsidise extra-curricular visits.	Increased sense of belonging in school. Increased engagement in learning. Raising aspirations. Widening horizons. Improved relationships and cooperation within the class.
4	Subsidise extra-curricular activities (including music lessons and sports).	Curriculum enrichment. Raised aspirations. Widened horizons.

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Embedding more effective practice around feedback by implementing DIRT (Dedicated Improvement and Reflection Time) across the curriculum. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Developing SOLO taxonomy for use with learners to understand their next steps in how to deepen their learning across the curriculum. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils – see EEF Toolkit: Metacognition and self-regulation.
- Teachers continuing to plan to infuse our curriculum with our Personal Learning and Thinking Skills (PLTS). There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils – see EEF Toolkit: Metacognition and self-regulation.
- Teachers continuing to develop collaborative learning through Kagan structures to support learning. EEF Toolkit: “The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year.” “The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches.” “Most of the positive approaches include the promotion of talk and interaction between learners.”
- Developing reading comprehension strategies across school through the DfE recommended reading domains. EEF Toolkit: “Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.” “The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year.”
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We used the EEF’s Toolkit to help us establish evidence-based practice to enhance the learning opportunities of our pupils. We will continue to use it through the implementation of activities.