

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	422
Proportion (%) of pupil premium eligible pupils	5.2%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Julie Kersh, Headteacher
Pupil premium lead	Nina Nikolaidis, Inclusion Coordinator
Governor / Trustee lead	Victoria Bickerton, SEND Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
Recovery premium funding allocation this academic year	£ 3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£44,920

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 35% 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 quarter 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 over 40% of our disadvantaged pupils are not currently on track to achieve age-related expectations in reading.
4	Assessments and observations indicate that 70% of our disadvantaged pupils are not currently on track to achieve age-related expectations in writing.
5	Assessments and observations indicate that over half 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 just under 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: £4900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Refresh staff understanding of MPTA training (Maximising the Practice of Teaching Assistants). Continue with CPD to embed good practice so that Enabling Adults have the best possible impact on pupils' progress.</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>Embed implementation of a <u>DfE validated Systematic Synthetic Phonics programme</u> (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils. Ensure optimum delivery through training for new staff and peer support amongst existing staff.</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: <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). Maintaining high profile of maths through regular CPD at Staff Meetings.</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: <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>5</p>

	<u>Improving Mathematics in Key Stages 2 and 3</u>	
<p>Implementation of standardised diagnostic assessments for Reading and Maths. Provision of targeted interventions following the analysis of these assessments.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	3, 5

Targeted academic support

Budgeted cost:£9600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p>And in small groups:</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2, 3, 4, 5
Experienced Learning Mentors and TAs providing 1:1 and small group interventions in Literacy and Maths	<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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2, 3, 4, 5
Additional phonics sessions targeted at pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been</p>	2

	shown to be more effective when delivered as regular sessions: <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: £33000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the quality of social and emotional (SEL) learning: Continue with implementation of new approach to learning about Emotional Regulation across school. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	1
Targeted, bespoke support and interventions for individuals and small groups, provided by trained Pastoral Mentor.	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):	1

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Audit attendance at extra-curricular activities for disadvantaged pupils. Provide financial support for disadvantaged pupils to attend extra-curricular activities.	“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.’	6
Provide additional time for Inclusion Coordinator to support the emotional wellbeing of pupils and families affected by disadvantage.	“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.	1

Total budgeted cost: £ 47,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Summary of main aims for disadvantaged pupils 2021-2022:

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 extra-curricular activities

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

Barrier targeted	Chosen action/approach	Outcomes/Impact
3, 2, 1	Our 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.	Enhanced self-esteem. Enhanced emotional regulation enabling children to focus more on their learning. Development of social skills. Increased confidence and engagement in whole-class learning. Improvements in self-confidence.
1	Additional Literacy and Maths Support with Learning Mentors for identified pupils.	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. Two thirds of disadvantaged pupils who received additional provision from Learning Mentors made progress which was good or better (July 2021 to July 2022) in the subjects they were targeted for.
1	Computer-based reading programme for identified pupils.	Increased engagement with reading. Improvements in word-reading skills and comprehension.

		Two thirds of children eligible for Pupil Premium funding who took part in the Reading Programme made progress in Reading which was good or better between July 2021 and July 2022.
1	School led tutoring programme for targeted pupils.	School-led tutoring identified and addressed gaps in learning, enabling Two thirds of disadvantaged pupils who received school-led tutoring to get 'back on track' and finish their school year having made good progress (from end of KS1) in the subject they were tutored in.
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.
1, 2, 3	Additional adult support for identified pupils	Maintained sense of belonging, which is paramount to wellbeing. Increased motivation to engage in learning, resulting in good progress in maths and accelerated progress in reading and writing.
4	Subsidise extra-curricular visits (including residential).	Increased sense of belonging in school. Increased engagement in learning. Raising aspirations. Widening horizons.
4	Subsidise extra-curricular activities (including music lessons and sports).	Curriculum enrichment. Raised aspirations and support for financially disadvantaged pupils to strive to meet their 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.