

# 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  | 419                                    |
| Proportion (%) of pupil premium eligible pupils                         | 5.3%                                   |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 to 2023-2024                 |
| Date this statement was published                                       | December 2023                          |
| Date on which it will be reviewed                                       | December 2024                          |
| 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                                    | £ 39,565       |
| Recovery premium funding allocation this academic year                                 | £ 3,190        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0            |
| <b>Total budget for this academic year</b>   | <b>£42,755</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 50% 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 50% of our disadvantaged pupils are not currently on track to achieve age-related expectations in reading.   |
| 4                | Assessments and observations indicate that 40% of our disadvantaged pupils are not currently on track to achieve age-related expectations in writing.   |
| 5                | Assessments and observations indicate that over a quarter 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 20% 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: £2,800

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embed staff understanding of MPTA training (Maximising the Practice of Teaching Assistants). Continue with CPD for all staff 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.<br/>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:<br/><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>   | <p>2</p>                      |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br/><br/>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:<br/><u><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></u><br/><br/>The EEF guidance is based on a range of the best available evidence:<br/><u><a href="#">Improving Mathematics in Key Stages 2 and 3</a></u></p> | <p>5</p>                      |

|  |   |             |
|--|---|-------------|
| <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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></u></p> | <p>3, 5</p> |
|--|---|-------------|

## Targeted academic support

Budgeted cost £5900

| 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>3, 4, 5</p>                |
| <p>Experienced Learning Mentors and TAs 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 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><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>   | <p>2</p>                      |

|  |  |         |
|--|--|---------|
| 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: £36700

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Maintain the quality of social and emotional (SEL) learning: Continue to embed school’s 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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>  | 1                             |
| <p>Audit attendance at extra-curricular activities for disadvantaged pupils.</p> <p>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</p> | 6                             |

|   |  |   |
|---|--|---|
|   | schooling.” See Social Mobility Commission report ‘An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility.’  |   |
| 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: £ 45,400**



## Part B: Review of outcomes in the previous academic year (2022 – 2023)

### Pupil premium strategy outcomes

Summary of main aims for disadvantaged pupils 2022-2023:

- Develop self-esteem and confidence (challenge number 1)
- Support emotional literacy and peer relationships (challenge number 1)
- Develop Literacy skills (phonics, reading and writing) and mathematics to enable pupils to reach their full academic potential (challenge numbers 2, 3, 4, 5)
- Ensure access to extra-curricular activities (challenge number 6)

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

| Activity   | Challenge number(s) addressed | Impact  |
|--|-------------------------------|---|
| 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.   | 2, 3, 4, 5                    | Increased confidence and skills amongst support staff, leading to enhanced learning opportunities for all learners, including Pupil Premium.  |
| Embed implementation of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Essential Letters and Sounds) to secure stronger phonics teaching for all pupils.<br>Ensure optimum delivery through training for new staff and peer support amongst existing staff. | 2                             | 100% of Year 1 Pupil Premium pupils passed Phonics Check.<br><br>100% of Year 2 Pupil Premium pupils retaking Phonics Check passed.   |
| 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.  | 2, 3, 4, 5                    | Enhanced confidence and engagement with learning.<br>Over 80% of Pupil Premium children who accessed tutoring made good or better progress (July '22 to July '23) in the subject in which they received tutoring. |

| Activity  | Challenge number(s) addressed | Impact  |
|---|-------------------------------|---|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding 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> | 5                             | <p>Over 75% of Pupil Premium pupils (for whom we have previous data) made progress in maths across the year which was good or better (July '22 to July '23).</p> <p>Over 25% of Pupil Premium pupils (for whom we have previous data) made accelerated progress in maths (July '22 to July '23).</p>                                  |
| <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>  | 3, 5                          | <p>Analysis of standardised assessments and targeted interventions, leading to greater efficiency in addressing gaps in knowledge and understanding.</p>  |
| <p>Experienced Learning Mentors providing 1:1 and small group interventions in Literacy and Maths</p>   | 2, 3, 4, 5                    | <p>Increased ability to access learning across the curriculum. Development of fundamental life skills. Over 80% of Pupil Premium children who accessed 1:1 or small group interventions made progress (July '22 to July '23) in the subject which was good or better.</p>   |
| <p>Additional phonics sessions targeted at pupils who require further phonics support.</p>  | 2                             | <p>100% of Year 2 Pupil Premium children who accessed targeted phonics interventions passed the Phonics check (retake).</p>   |
| <p>Purchase of licences for Lexia Core 5 reading programme.</p>   | 2, 3, 4                       | <p>Increased engagement with reading. Improvements in word-reading skills and comprehension. Over half of Pupil Premium children who accessed Lexia made good or better progress in Reading.</p>  |
| <p>Audit attendance at extra-curricular activities for disadvantaged pupils. Provide financial support for disadvantaged pupils to attend extra-curricular activities.</p>  | 6                             | <p>Increased sense of belonging in school. Increased engagement in learning. Provided support for financially disadvantaged pupils to strive to meet their aspirations. Widening horizons. 100% of our Pupil Premium children with a financial need in this area were supported to attend a range of extra-curricular activities.</p> |

| Activity   | Challenge number(s) addressed | Impact  |
|--|-------------------------------|---|
| <p>Maintain the quality of social and emotional (SEL) learning: Continue with 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> | 1                             | <p>Observations indicate that Pupil Premium children with additional need in this area are developing their emotional literacy; identifying and talking about their emotions more readily.</p>  |
| <p>Provide additional time for Inclusion Coordinator to support the emotional wellbeing of pupils and families affected by disadvantage.</p>   | 1                             | <p>Emotional wellbeing of disadvantaged pupils and their families is high priority; Inclusion Coordinator works to develop good relationships with families and to ensure appropriate support is in place.</p>  |
| <p>Targeted, bespoke support and interventions for individuals and small groups, provided by trained Pastoral Mentor, with aspects of emotional literacy, emotional regulation and peer relationships. Pastoral Mentor also provides advice and support for staff and parents/carers of children in this area.</p> | 1                             | <p>Soft data (staff observations and parent voice) indicate that the bespoke support and interventions from our Pastoral Mentor, adapting according to changing need, are supporting Pupil Premium children to develop their resilience, emotional literacy and relationships, leading to enhanced self-esteem.</p> |

## 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.