# Pupil premium strategy statement 2021-2022

## 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

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| Detail | Data |
| School name | South Parade Primary |
| Number of pupils in school | 408 (not including Nursery) |
| Proportion (%) of pupil premium eligible pupils | 19% (77 pupils)  EYFS (9 in LFS 26%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Increase to 23% next year (94 pupils) |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | 10th November 2021 |
| Statement authorised by | Mrs R Peace (Head teacher) |
| Pupil premium lead | Mrs E Fieldhouse (Deputy Head) |
| Governor lead | Mrs B Riley (Chair of Governors) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £103,495 |
| Recovery premium funding allocation this academic year | £10,872 |
| **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 | £114,660 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas.  We consider the challenges faced by many of our vulnerable pupils, disadvantaged pupils and those in care, could be the following:   * Limited life experiences * Lack of exposure to a wide range of rich vocabulary across various contexts * Low aspirations for their futures   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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  Our strategy is also integral to wider school plans for educational recovery. We will ensure all pupils who need ‘recovery’ in terms of their academic achievement have extra targeted support with qualified professionals.  We will make sure that as a school we will:   * Act early to intervene at the point where needs are identified * Ensure disadvantaged pupils are challenged in the work they are set * Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessment, observations and discussions identify vocabulary gaps among many disadvantaged pupils |
| 2 | Through discussions with children and teachers, and as a result of limitations during the pandemic, children’s life experiences have become even more limited |
| 3 | In doing regular work around aspirations and futures, it has become apparent that children from disadvantaged backgrounds have a less aspirations for their futures. Although the situation is improving for the children, a regular and consistent approach to this is necessary to |
| 4 | Assessment, observations and discussions identify gaps in phonetical knowledge and application among many disadvantaged pupils, having a negative impact on their reading development |
| 5 | Our assessments, observations and discussions with pupils and families have identified an increase in the need for support with mental health |

## 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.

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| Intended outcome | Success criteria |
| 1. Improve oral language skills and vocabulary for disadvantaged pupils | Through ‘book looks’, lesson observations, discussions with children and classroom environments oral language amongst disadvantaged pupils will be significantly improved |
| 1. Improve children’s experiences of the world/life through planning vocabulary rich experience days at least every half term | Children access a wider range of life experiences to help improve their reading, writing and understanding of the world |
| 1. To give children a broad range of options as prospects for their future careers | Children are exposed to life opportunities through the curriculum which will lead them to be enthused and aspirational about their future careers |
| 1. Improve reading attainment among disadvantaged pupils | KS2 reading outcomes in 2024-2025 show that disadvantaged pupils are in line with all other pupils |
| 1. To achieve and sustain wellbeing for all our pupils in our school | To sustain high levels of wellbeing. Pupils are quickly identified and support given in a timely manner enabling pupils to be given bespoke intervention for their mental health |

## 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: £23,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To enhance our writing curriculum for children, drawing on an evidence based approach – to fund staff CPD to plan and implement The Write Stuff across school (in a bespoke way that will suit the needs of our pupils) | Regular language rich experiences will provide children with an extensive vocabulary, combined with high quality classroom discussion and teacher subject knowledge, which all will have a positive impact on pupils writing. | 2, 3 |
| * REVIEW 17.05.22 * The school have reviewed their approach to writing and following a period of trialling across two classrooms, have introduced elements of the Jane Considine, The Write Stuff approach. Leaders were particularly keen to capture elements which strengthened their current practice including the creation of vocabulary rich learning environments, opportunity for pupils to be actively involved in the writing process, via ‘calling out’ approach, and the systematic modelling of the core writing features which also provided opportunity for pupils to revisit and practice during the same lesson. * The writing leader trailed the approach during the summer term and recognised the value the tightly structured model provides for pupils in developing their vocabulary with a particular focus on vocabulary choice for effect. This is key given the changing profile of the school and the need to provide a more structured approach to oracy and vocabulary development. The writing leader has strong understanding of the approach and is well placed to coach and support other staff in using the planning units effectively when implementing the model. * Leaders have also introduced ‘writing journals’ alongside pupils’ English books. The English books provide opportunity for the pupils to work through a sequence, drafting and editing before composing their own independent piece in their writing journal. * Leaders have also invested in high quality texts based on the Write Stuff planning units as well as restocking of reading areas in the classrooms with quality, age-appropriate books. * There is evidence of pupils making good progress with their writing skills across all books sampled. Writing shows progress from starting points in all of the books reviewed. In Year 1, pupils are applying their growing knowledge of phonics in their writing and teachers are adapted the teaching structure focussing on embedding writing skills across two plot points (rather than three) to support quality writing.   Review 7.7.22  Focus of review on data /pupil outcomes  57% Writing disadvantaged pupils  EYFS : 13 pupils 62% (8) | | |
| To purchase a DFE validated systematic synthetic phonics programme to secure stronger phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of reading, particularly for disadvantaged pupils | 4 |
| * REVIEW 17.05.22 * The Little Wandle phonic programme is taught daily with all children in R,Y1,Y2. * All EYFS and KS1 staff are fully trained by Liz Brook (Literacy Hub) and KS2 will be trained early February. * All TAs are now trained across school – EF and HD delivered a training programme for Little Wandle * KS1 staff now meet during KS1 assembly time weekly to discuss any developments/changes and phonic training * EYFS and Y1 children only take home a phonic book so that we can ensure that the children are reading matched texts to move them on. * We are seeing a rapid improvement in children’s phonic scores and are pleased with the progress. We look forward to the test window and sharing the success. * EF and JB will carry out the Y1 phonic checks and RP and JB will complete the Y2 children (who did not pass in Y1 -19 children)   7.7.22  Focus of review on data/pupil outcomes – see below  Phonics: Y1 8 pupils 63% (5)  EYFS : 13 pupils 62% (8) | | |
| We will fund teacher release time to embed and review the school curriculum, including supporting dialogic activities which will support pupils to articulate key ideas, consolidate understanding and extend vocabulary | Ensuring that the curriculum is language rich across all foundation subjects with key threads and themes identified and taught, will enable pupils to have a better knowledge of the curriculum at South Parade. | 1, 3, 4 |
| * REVIEW 17.04.22 * Each subject has a clear and progressive vocabulary document for each block or unit taught – these can be found in the curriculum section of the school website for each subject * The teaching sequence for every foundation subject lesson now includes a vocabulary vault so the children are completely clear on what vocabulary they are learning * Class teachers and subject leaders are now completing ‘Knowledge Organisers’ for identified subjects   Review 7.7.22  Focus on pupil outcomes | | |
| Purchase of standardised diagnostic assessments and training for staff to access and deliver these | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupils to help ensure they receive the correct additional support through interventions or teacher instruction | 4 |
| * REVIEW 17.5.22 * All children completed PIRA/Salford reading tests during Autumn term for baseline assessments * All children (Y1, Y3, Y4 and Y5 will complete reading and maths tests (Twinkl/White Rose Maths) during the summer term as end of year assessments (Y2+Y6 SATS tests) * Review 7.7.22 * Focus on pupil outcomes | | |

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

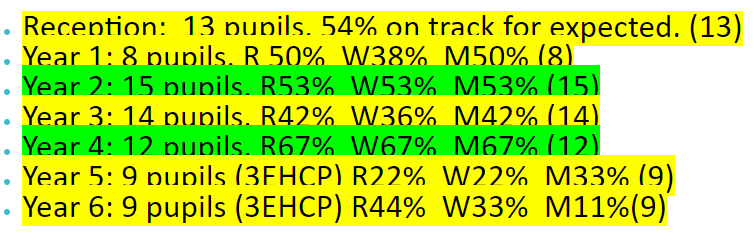
Budgeted cost: £61,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for all staff for the phonics programme (Little Wandle) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of reading, particularly for disadvantaged pupils | 1, 4 |
| For 3 teachers to deliver extra targeted tutoring to address gaps in learning | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind | 1,2,4 |
| Engage with the National Tutoring programme to provide tuition for those whose education has been most impacted by the pandemic | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind | 1,2,4 |
| To provide extra daily reading tuition for identified pupils to increase confidence and to address gaps in learning | Providing regular (daily) extra reading support with skills such as comprehension will improve children’s fluency and confidence | 4 |

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

Budgeted cost: £19,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To provide training, staff release time and support for staff, pupils and families for promotion of positive mental health strategies | Both targeted interventions can have positive overall effects on the mental health of our pupils. | 5 |
| * REVIEW 17.05.22 * Mental Health Lead and Learning Mentor have a register of pupils who are receiving both internal and/or external support for mental health * Mental health section on school website * Parent courses signposted   Review 7.7.22  Mental Health lead updated on mental health register. TAS involved.  Mental health section on website updated | | |
| To provide support to children and families to break down external barriers (including attendance) | By identifying external barriers early and providing bespoke support to families, this can significantly reduce levels of absence/ persistent absence and increase positive attitudes towards school | 4,5 |
| * REVIEW 17.05.22 * All pupils with under 90% attendance reviewed every 4 weeks with the attendance committee and the EWO, patterns identified, bespoke intervention discussed and families working with Learning Mentor to address issues. Letters sent where identified as no improvement and 2nd letter sent after 4 weeks * Attendance section on the school website with a weekly update on attendance figure   Review 7.7.22  Improved attendance – plans discussed for next academic year to push attendance and persistent lateness.  Working closely with families to improve attendance | | |
| To ensure all staff are fully trained in the use of CPOMS | After researching safeguarding platforms, CPOMS was our platform of choice and is in line with our feeder high school. This will ensure consistency and a smooth transition of records | 5 |
| To have a contingency fund for acute issues | Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified | 5 |

**REVIEW OF DATA 17.05.22**

**Review 7.7.22**

EYFS : 13 pupils 62% (8)

Year 1: 8 pupils. R 50%  W38%  M50% (8)

Year 2: 14 - 57% R 57% W 71%M

Year 3: 14 pupils. R42%  W36%  M42% (14)

Year 4: 12 pupils. R67%  W67%  M67% (12)

Year 5: 9 pupils (3EHCP) R22%  W22%  M33% (9)

KS2: 11 pupils 3 with EHCP who were not entered. R 27% (3), W 3(27%) and M 4 (36%)

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

## Pupil premium strategy outcomes

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

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| Review meeting 07.07.21  Data for 2021 based on pupil assessment at pupil progress meetings   * **Disadvantaged children:**   R 33% (11 children) (2 SMTLP/2 EHCP)  Y1 R=78% W= 71% M= 71% (14 children) (2 SMTLP)  Y2 R=46% W=46% M=46% (11 children) (2 SMTL)  Y3 R=62% W=69% M=69% (13 children)  Y4 R=45% W=25% M =45% (9 children) (1 MSP/ 1 EHCP)  Y5 R=44% W=33% M=66% (9 children) (3 EHCP)  Y6 R=67% W=67% M=60% (12 children)  Emma Fieldhouse + Sarah Marsden took part in a 4 day training course through the One Wakefield programme: Making the difference for disadvantaged pupils in Literacy  SLT meeting held on 17.6.21   * Looked at overview of pupil progress data – overall picture * Focused on disadvantaged pupils and discussed barriers to learning   FINDINGS   * Weakest area out of core subjects is writing (for all pupils and for disadvantaged) * Discussed the ‘whys?’ * Lack of vocabulary and contextual language from lack of experiences * Need for more structure and a more thorough process which enhances teacher subject knowledge and therefore pupil subject knowledge for writing * ‘The Write Stuff’ approach (bespoke approach taken from many hours of training) trialled by two teachers (Y2+Y3) * Book scrutiny, teacher feedback, pupil feedback and observation of lessons showed all round success in this trial * What works well for the disadvantaged pupils (as identified on strategy) and what to   continue with:   * Early Birds (reading programme – discussed how to enhance this: working with Y6 teachers meeting half termly, Early Birds staff to have time to write and review target plans * After school tuition for math – discussed how to enhance this: clear programme of study in place for the sessions with assessments in place * Mental health support key to break down barriers for pupils – (Mental Health Lead and Learning Mentor) alongside social and emotional interventions (some overlap with SEN pupils: vulnerable/pupil premium * What do we need in place to support other barriers: * To enhance children’s provision at lunchtime with more opportunity to engage in focused activities, language development etc. * Early Years: Key focus on vocabulary and language   NEXT STEPS - School Improvement Plan target: Improving writing outcomes with a focus on disadvantaged pupils   * To write an Implementation Plan for this target * Pupil Premium Strategy to include the ‘what works well?’ from 2020-2021 and ‘what do we need?’ to add… * For next PP strategy for 2021-2022 to include: the implementation plan for The Write Stuff whole school approach, phonics, reading (Early Birds), extra tuition + addressing barriers to learning (mental health, supporting children and families etc. |