# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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 | Duke Street Primary  |
| Number of pupils in school  | 331 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 – 2024/25 |
| Date this statement was published | 01/11/2021 |
| Date on which it will be reviewed | 01/11/2022 |
| Statement authorised by | Andrew Kidd and Sarah Ridley (Co-head teachers)  |
| Pupil premium lead | Louis Reay/Andrew Kidd |
| Governor / Trustee lead | Standards and Effectiveness Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £143, 915 |
| Recovery premium funding allocation this academic year | £17,110 |
| 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 | £161,025 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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.When making decision about using the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Reference to EEF will support research and reasoning for supporting certain decisions and ensure the strategies are value for money. We have an extensive list of priorities to support disadvantaged pupils and help them to succeed and make progress in school and to help close gaps, particularly within the core subjects and wider issues such as hard to reach families, attendance and underdeveloped communication skills (particularly within KS1). * The gap to be minimised and disadvantaged pupils making progress within English, with a particular focus on writing.
* High quality phonics support for disadvantaged pupils, following a scheme which benefits the systematic teaching of phonics and helps to close the phonic gap, particularly for children in Foundation stage and KS1.
* Through ‘Mastery Maths’ teaching, the gap to be minimised and progress made for disadvantaged pupils across the school.
* High quality interventions for disadvantaged pupils to support with closing gaps and addressing misconceptions in core subject areas.
* Providing a broad and balanced curriculum in Foundation Stage for disadvantaged pupils, getting them ready to learn and focusing on attention and listening alongside PSED.
* For all disadvantaged pupils to receive a broad and balanced curriculum which meets their needs and supports their academic, social and emotional development.
* There have been tutors bought in to support with the progression and development in reading, writing and Maths for key pupils who have gaps and needs addressing daily.
* There have been EAL tutors bought in to support language development and academic progress weekly.
* Some children have been placed into a complex needs class which is developing key skills and helping children to make progress against their targeted areas.
* Training has been provided for staff to support with High Quality Teaching and resourcing.
* Training has been received and resources purchased for Early TalkBoost to further support communication issues.
* Bought into resources to support the progress and delivery of lessons.
* Bought specialist training from English Consultancy team to support the teaching of English to promote outcomes.
* Bought in services from private SALT and EP to support key children and classes with needs which require addressing and focussed work to promote outcomes both academically and in terms of social, emotional and mental health.
* Outreach team provided by school to support families with helping their children and attendance issues.
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## 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 | *COVID-19 has had a significant impact on the learning journey for children and has lead to gaps appearing within children’s learning, particularly in English and Maths.*  |
| 2 | *Number of children with gaps in phonic knowledge and application.*  |
| 3 | *EYFS department and Year 1 have children who are immature and not at a stage where they are ready for key learning. These children are needing much support and intervention with communication skills and personal, social and emotional development.*  |
| 4 | *Attendance and punctuality can be a challenge for disadvantaged pupils as missing more days of school results in gaps being further widened.*  |
| 5 | *Increased need for outreach support for some of our more disadvantaged families and nurture needed to provide support to disadvantaged pupils who have difficulties with their social and emotional range.*  |
| 6 | *Close the gap in writing to ensure that more children, particularly those who are deemed as ‘disadvantaged’, reach age related expectations.*  |

## 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 |
| Increased percentage of children currently assessed as ‘Working Towards’ reaching age related expectations in all year groups.  | EAL tutors to support key EAL children to make progress. – Progress report provided to outline progress being made. EAL TA (4 days per week) supporting key EAL children. EAL ILPs being made and regularly reviewed linked to NASSEA. Tutors are bought in to support and termly data analysis to track academic progress. Termly provision map meetings to discuss strategy and progress for key children. High Quality teaching and resourcing will support the academic progress being made.  |
| Increased percentage of children passing the phonic screening tests.  | Regular checks for Y1 pupils to find gaps and assess support groups accordingly. Phonics lead to tailor phonics programme to support children requiring extra intervention termly.Observation of children in phonics sessions from Phonics lead.Offering support to parents regarding supporting children with their phonics. End of Year results.  |
| Increased percentage of Reception children reaching a good level of development.  | Termly tracking to see which children are on track and sculpt provision and intervention. Weekly team gap analysis meetings and provision planning meetings to address the needs of children who are not on track. EP review to support with classroom environment and learning behaviour. Intervention success and next steps. Provision map discussions termly. End of year data.  |
| Increased engagement and attendance for our most hard to reach families leading to improved outcomes for the children.  | Outreach will provide case studies of key ‘hard to reach families’ demonstrating increasing engagement levels. Regular attendance meetings to review attendance of key children. Outcomes completed through CAF/TAF process. (This will also list engagement with other services) Data analysis – looking at key children and tracking progress and attainment.  |

## 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: £9,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Purchase of standardised diagnostic assessments.* *Training for staff to ensure assessments are interpreted and administered correctly.* | 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:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 |
| *Providing staff with specialist CPD from the English consultancy team to support with planning and delivering high quality writing lessons, further developing outcomes.* *Planning opportunities for departments to sit with teaching staff to plan a unit of work.*  | Guidance report published by EEF outlines the importance of having key recommendations to improve the outcomes in Literacy – focusing on phonics, reading comprehension and writing outcomes. [Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf)[EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf) | 1, 6 |
| *Involvement of bought in service from SALT to support oral language support across teaching in EYFS.*  | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 3 |
| *Focus on developing ‘Mastery’ and using Lancashire Red Rose in Year 1 – 4 to support detailed planning and delivery of mastery to the children. Also CPD relating to teaching for mastery across the whole age range.* *School are also using Mastering Number from NCETM to provide support for children to master the key skills and concepts of number in Maths from FS – Y2.*  | The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.[Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 1, 3 |
| *Purchase of a* [*DfE validated Systematic Synthetic Phonics programme*](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) *to secure stronger phonics teaching for all pupils.**(The SSP scheme purchased is Lancashire Red Rose Phonics programme.)*  | 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: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 2 |
| *Bought in to Lancashire Bridging units to support closing gaps in English. This is used to support planning.*  | Guidance report published by EEF outlines the importance of having key recommendations to improve the outcomes in Literacy – focusing on phonics, reading comprehension and writing outcomes. [Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf)[EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf) | 1 |

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

Budgeted cost: £73,600

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Access to 2 EAL specialist teachers to support with language support and academic achievement.*  | The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 1, 6 |
| *Access to Early TalkBoost materials and training to support children with immature and underdeveloped speech, language and communication needs. Alongside this there is input from a specialist SALT paid for privately to support children with oral language interventions.*  | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| *Extra supporting Phonic sessions in small groups to develop phonic knowledge and application in KS1.*  | 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 over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.[Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2 |
| *Purchase of ‘Bounce Back Phonics’ and ‘Bounce Back phonics plus.’ to support phonic application for children in KS2, particularly Year 3 children, who have not passed their KS1 phonics screening.*  | 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 over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| *Access to Reading Eggs software to support the children with reading and comprehension activities.*  | Designed by literacy experts, Reading Eggs makes learning **essential reading** and **phonics** skills easy and fun. The programme uses a **highly motivating** sequence of online **reading lessons**, **activities** and **books** that keep pupils **engaged** and on task. The team behind Reading Eggs has been producing high-quality educational resources for more than 25 years, with a focus on learning outcomes, not just technology.* Supports core literacy teaching with a simple-to-navigate format.
* Explicitly teaches letters and sounds with engaging activities.
* Diagnostic test allows pupils to work at different reading levels within the programme.
* Pupils are excited to play and learn to read.
 | 1, 2 |
| *Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.* | 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:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 6 |
| *Access to an SEND TA to support children who have complex needs and are disadvantaged, to make progress against key targeted areas through 1:1 interventions stated on their learning plans.*  | 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:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 6 |
| *Bought-in involvement regularly from a private Educational Psychologist to assess and provide support for children who are experiencing significant cognitive difficulties.* *Report and strategies relating to various meta-cognition, HQT approaches and self-regulation techniques.* *EP is also providing support within the FS department to support readiness for learning and strategies to equip the learners to be ready to learn.*  | There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 1, 3, 5 |
| *Teaching assistants directed to complete 1:1 reading with the lowest 20% of readers in each class.* *Teaching assistants picking up extra interventions to support children who are disadvantaged with closing the gaps in Literacy and Numeracy.* *Teachers are also involved in this with progress groups daily.*  | In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.[Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1, 3, 6 |

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

Budgeted cost: £111,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Nurture sessions delivered variably from 1:1 sessions and small groups to help children to develop their emotional literacy and social and emotional skills.*  | The average impact of successful SEL interventions is an additional four months’ progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.[Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 3, 5 |
| *Embedding principles of good practice set out in the DfE’s* [*Improving School Attendance*](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) *advice.**This will involve our appointed outreach workers supporting families and liaising with parents/carers to improve attendance.* | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4 |
| *Access to a team of outreach workers, providing support to vulnerable families and supporting them with routines and attendance issues.*  | Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. [Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) | 4, 5 |

**Total budgeted cost: £** *194,200*

# 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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| *Overall in Years 1 – 6, this is the breakdown of the 2020/21 academic year percentages for disadvantaged children;* *Maths – 46% At+**Reading – 43% At+**Writing – 39% At+* *Reception breakdown added as an appendix.* *Through the use of CANW, outreach staff and nurture team, children were supported with their mental health and well-being. Children settled back into school positively after lockdown.* *Reading has proven to be a strength in English through regular targeted Guided Reading. Still areas for improvement, hence English consultancy involvement but reading was looking positive.* *Funded breakfast was having a positive impact on children’s well-being as they were getting an opportunity to have breakfast and socialise, even within bubbles through ‘Grab and go breakfast’* *Involvement of private SALT and EP showed positive progress through review reports and helped identify next areas of involvement.* *Year 1 children completed phonic screening assessment in June 2021 and 45% of children passed in the cohort.*  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Early TalkBoost | Communication Trust  |
| Independent Educational Psychologist | Acorn Psychology  |
| Private SALT  | Independent SALT |
| Red Rose Maths  | Lancashire Maths Team |
| IDL | IDL |
| Reading Eggs  | 3P learning  |