

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	The Palmer Primary Academy
Number of pupils in school	Reception – Year 6: 384 Nursery – Year 6: 429
Proportion (%) of pupil premium eligible pupils	32% (121/382)
Academic year/years that our current pupil premium strategy plan covers	2021-22, 2022-23, 2023-24
Date this statement was published	18 th November 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Mrs J Redgrove (REAch2 DDoE)
Pupil premium lead	Mr D Prendergast (Headteacher)
Governor lead	Mrs E Steer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,605.00
Recovery premium funding allocation this academic year	£16,385.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 19,900.00
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	£182,890.00

Part A: Pupil premium strategy plan

Statement of intent

We are aiming to raise attainment across the school, including higher achievers, and reduce the attainment gap so that all pupils, regardless of background, social and economic challenges or learning difference, achieve highly and make excellent progress from their varying starting points. Our ultimate objective is that pupil premium pupils work seamlessly alongside their peers and make the same or greater progress. As such, we invest in high-quality teaching and practice which is inclusive and engaging. This results in calm, focussed and emotionally balanced pupils who are ambitious and aspirational. Parents and carers feel supported by the school in helping their child achieve.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support within the school and by staff who work with class teachers to identify and address the misconceptions and gaps in learning.

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 excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underachievement and gaps in reading, maths, oral and written knowledge and skills which severely adversely affects attainment and progress across all areas of the curriculum.
2	<p>Our assessments and observations indicate that academic achievement and wellbeing of many of our pupils, especially disadvantaged pupils, have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing and oracy.</p>
3	The personal, social, health and economic education (including mental health) of PPG pupils adversely affects their attainment and progress across the

	curriculum. This has also been severely compounded by the COVID-19 pandemic and national lockdowns.
4	Attendance for all pupils in 2020-21 was 95.5% (target if 96%+) with persistent absence of 12.2% (target of 8%-).
5	Parents and carers do not always know how best to support the learning and progress of their child, beyond meeting their physical and emotional needs. This is particularly significant for the 39% of SEN pupils are also eligible for pupil premium.

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.

Intended outcome	Success criteria
Improve the quality of teaching and learning and outcomes of reading (letter and sound recognition and comprehension) across the school.	<ul style="list-style-type: none"> Key Stage 2 outcomes in 2024-25 in reading are above national expectation.
Improve the quality of teaching and learning and outcomes of writing across the school.	<ul style="list-style-type: none"> Key Stage 2 outcomes in 2024-25 in writing are above national expectation.
Improve the quality of teaching and learning and outcomes of maths across the school.	<ul style="list-style-type: none"> Key Stage 2 outcomes in 2024-25 in maths are above national expectation.
Address gaps, misconceptions and the attainment in reading, writing and maths.	<ul style="list-style-type: none"> Monitoring of teaching and learning, including pupil voice, indicates that high quality feedback will identify and address misconceptions in all subjects. Pupils identified as being significantly behind their peers will receive a more targeted approach (one to one or small group tuition) to address gaps and misconceptions. Raise the attainment of pupils achieving age related expectation and narrow the attainment gap between peers, including Pupil Premium recipients.
Improve the personal, social, health and economic skills of our pupils.	<ul style="list-style-type: none"> Pupil voice indicates that there is a balanced approach to develop and grow because of a restorative approach in behaviour. Pupil voice indicates that, as pupils get older, they develop strategies to manage mental and emotional health positively. This is also reflected in a reduction of the number of high-level behaviour incidents and exclusions.
Improve pupil attendance and reduce persistent absence so learning time is maximised.	<ul style="list-style-type: none"> Raise attendance to above 96% and reduce persistent absence to below 8% by 2024-25.
Parents and carers have the tools and strategies to support the academic achievement and social and emotional development of their child.	<ul style="list-style-type: none"> Parents/carers report that they have access to learning platforms which ease pressure on parents/carers to have the subject knowledge and pedagogical understanding. Parents/carers report that they are able to draw on a range of strategies, tools and support to help with routines and meeting needs of their child(ren). The school supports and subsidises learning experiences so all pupils can participate. Parent voice recognises the support offered by the school.

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: £ 72,890.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Writing</u> Deliver continued professional development (CPD) and training to all staff to improve the teaching of writing using the Talk for Writing approach.</p>	<p>Research funding partly by the EEF. <i>T4W shares many of the features of the ‘Self-Regulated Strategy Development’ teaching approach (SRSD) that has been extensively developed in the USA. The effectiveness of the SRSD approach is supported by ‘strong evidence’ in a meta-analysis of research commissioned by the Department of Education in Washington.</i></p> <p><i>This recommendation is based on 25 studies providing causal evidence that pupils become more effective writers from being taught each component of the writing process and from being supported until they are able to apply these strategies independently.</i></p>	1, 2
<p><u>Maths</u> Enhancement of the use of resources and manipulatives in maths.</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>	1, 2
<p><u>Feedback</u> Review the feedback policy and provide CPD for staff to be more skilled in effective feedback.</p>	<p>Summary findings on the EEF.</p> <ol style="list-style-type: none"> 1. <i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i> 2. <i>Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</i> 3. <i>Feedback can come from a variety of sources — studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</i> 4. <i>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</i> 5. <i>It is important to give feedback when things are correct — not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.</i> 	1, 2
<p><u>Release for CPD</u> Release staff to work alongside experienced colleagues (coaching and mentoring) for CPD to further improve their</p>	<p>Professional development study on the EEF. <i>Teachers will link the work in classrooms to the mechanisms of the ECT framework. Any session will link to the revisiting of prior development, goals, feedback and plan. The release sessions will aim to build subject knowledge, motivate and inspire staff, develop teaching techniques and embed practice (both within this strategy and to the wider school development plan).</i></p>	1, 2

effectiveness as a teacher.		
<p><u>CPD for PSHE and social and emotional learning</u></p> <p>Provide professional develop for staff to further improve the delivery of the Personal, Social, Health and Economic and Relationship Education curriculums.</p>	<p>PSHE Association.</p> <p><i>When delivered by trained teachers in partnership with communities, parents and pupils, PSHE education can contribute to a range of positive outcomes for children and young people: keeping them healthy and safe, both online and offline, improving their academic performance, preparing them for the workplace and building the character and resilience they will need to thrive in a changing world.</i></p> <p><i>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):</i></p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3

Targeted academic support

Budgeted cost: £ 70,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Small group and one to one tutoring</u></p> <p>Provide small group and one-to-one tutoring and intervention to address attainment gaps.</p>	<p>One-to-one tutoring EEF findings Small group tuition EEF findings</p> <p>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> <p>3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.</p> <p>4. For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p>	1, 2
<p><u>SCIM</u></p> <p>Provide CPD followed by monitoring to deliver a structured, cumulative, individualised and multi-sensory reading and spelling programme to teach pupils who are not and have not grasped their phonics.</p>	<p>Evidenced-based Structured, Cumulative and Individualised Multi-sensory (SCIM) programme, to support reading and spelling difficulties. The programme also uses multi-sensory strategies to support handwriting.</p>	1, 2

Wider strategies

Budgeted cost: £40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement attendance initiatives to incentivise good attendance and challenge poor attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	4
Provide a structured approach to support mental health and wellbeing.	Implementation of strategies to promote and support mental health and wellbeing in schools . This includes the appointment of a mental health lead, the use of a school counsellor, taking part in the new Mental Health Service Team setup by Brighter Futures for Children, the training of Emotional Literacy Support Assistants and resources to support the above.	3
Provide tools and platforms to support learning at home, including the use of MyMaths, SpellingShed and similar resources.	EEF Parent Engagement Summary <i>Provide practical strategies to support learning at home For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes</i>	5
Develop a toolkit for parents/carers to access to support wellbeing, parenting, attendance and signposting for support.	EEF Parent Engagement Summary <i>Provide practical strategies to support learning at home Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children). Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.</i>	3, 4, 5
Provide bespoke and wider support for parents/carers to support key barriers to learning and development of child.	EEF Parent Engagement Summary <i>Offer more sustained and intensive support where needed. Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater.</i>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 182,890.00

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Overview of Year 6 Attainment:

End of Key Stage 2 Paper Mock Results:

Reading	74% EXS+	35% at GDS
Maths	65% EXS +	15% at GDS
Grammar, Punctuation & Spelling	68% EXS+	30% at GDS

Reading

- Target was exceeded in Reading with 2% more achieving Greater Depth and 6% more achieving expected standard. This had been steady progress throughout Year 6 and they were not hugely affected by lockdown in this area.

Writing

- Writing was the area most affected by lockdown and therefore targets were not met. Progress was made between March and July, but not enough children met expected standard to be in line with national average.

Maths

- Target was set very high in Maths for this year group and if it was to go on arithmetic, times tables and mental methods, more children would have achieved expected. However, a lot of the shape, space and measure topics were only touched upon lightly which make up a huge amount of the end of Year 6 assessments.

Whole School Analysis

Internal data suggests that our pupil premium gap continues to be significant. The widening gap in writing is of particular focus.

	Reading		Writing		Maths		
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG	
AT+	23.1% (24/104)	Non-PP 24.65% (105/220)	47.7% (21/104)	Non-PP 17.53% (83/220)	27.9% (29/104)	Non-PP 25.30% (117/220)	53.2% (117/220)
AT+	36.2% (38/105)	Non-PP 22.11% (130/223)	23.8% (25/105)	Non-PP 30.45% (121/223)	54.3% (41/105)	Non-PP 30.01% (154/223)	69.1% (154/223)

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was 95.7%, it was higher than the national average and higher than the 2018-19 academic year (95.4%). Persistent absence for all pupils was 11.9% (12.7% in 2018-19). This is in part due to the changes in how attendance is championed and tracked by the Assistant Headteacher for Personal Development, Behaviour and Welfare. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 95.5% and persistent absence 11.8%. Attendance, particularly persistent absence and punctuality continue to be a focus for the school.

There is some data to support an improvement (a decline in serious behaviour incidents year on year). However, following two lockdowns, only working in bubbles and learning impacted by COVID-19, there is a continued need to develop the social, emotional and mental health. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider

Further information

Additional activity

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

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.