

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: 397 Nursery – Year 6: 429
Proportion (%) of pupil premium eligible pupils	29% (127/397)
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 2023
Statement authorised by	Mrs J Redgrove (REAch2 DDoE)
Pupil premium lead	Miss L Thomassen (Head of School)
Governor lead	Mrs E Steer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,275.00
Recovery premium funding allocation this academic year	£17,982.00
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	£177,257.00

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>Writing</p> <p>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.</p> <p><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>Maths</p> <p>Enhancement of the use of resources and manipulatives in maths to support the mastery approach using White Rose.</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>Feedback</p> <p>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"> <i>1. 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> <i>2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback</i> <i>3. 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> <i>4. 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> <i>5. 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>Release for CPD</p> <p>Release staff to work alongside experienced colleagues (coaching and</p>	<p>Professional development study on the EEF.</p> <p><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</i></p>	1, 2

mentoring) for CPD to further improve their effectiveness as a teacher.	<i>inspire staff, develop teaching techniques and embed practice (both within this strategy and to the wider school development plan).</i>	
<u>CPD for PSHE and social and emotional learning</u> Provide professional develop for staff to further improve the delivery of the Personal, Social, Health and Economic and Relationship Education curriculums.	PSHE Association. <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> <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> EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3

Targeted academic support

Budgeted cost: £ 60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Small group and one to one tutoring</u> Provide small group and one-to-one tutoring and intervention to address attainment gaps.	One-to-one tutoring EEF findings Small group tuition EEF findings <i>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.</i> <i>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</i> <i>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.</i> <i>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.</i>	1, 2
<u>Early years baseline for speech and language</u> WellComm and interventions will take place for children with potential language difficulties.	On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.	1, 2
<u>Phonics Rapid-Catch Up Programme</u> Children in KS2 who need further phonics support	Education Endowment Foundation shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.	1, 2

will use a 28 week programme to develop fluency in reading.		
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Wider strategies

Budgeted cost: £44,567.00

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
Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially pupil premium parents/carers with this.	3, 5
Fund cost of clubs	Some families are unable to contribute towards in-school enrichment activities such as after school clubs. The school will offer a contribution towards any of these activities for pupils eligible for pupil premium.	3, 5

Total budgeted cost: £177, 257

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 2021 to 2022 academic year.

Priority area	Outcomes and evidence of impact
1 – Underachievement and gaps in reading, maths and writing	Our internal assessment, alongside national data suggests that the performance of those disadvantaged pupils has improved slightly in relation to their oral language skills, in particular their Reading. 49% of children eligible for Pupil Premium in Year 2 – Year 6 met the expected standard in Reading, 35% in Writing and 42% in Maths. 50% of Year 1 pupil premium children passed the phonics screening assessment.
2 – the gap between disadvantaged pupils have been widen during partial school closures	Our internal assessment, alongside national data suggests that the gap in performance of those disadvantaged pupils has improved in relation to their oral language skills, in particular their Writing. The gaps between disadvantaged and non-disadvantaged children in Year 1 in 2021/2022 dropped from 28% to 20% in Writing. Year 2 disadvantaged pupils outperformed in Reading and Writing in their statutory assessments. The gap and levels of underachievement in Key Stage 2 remains a priority and will remain a focus for 2022/2023 to ensure that progress is accelerated through Key Stage 2. From Statutory results for SATs results in Year 6 in 2022, children in receipt of Pupil Premium performed in-line with those non-disadvantaged.
3 – PSHE education assessment shows that PPG pupils have adverse effects which impact on progress in this area.	PSHE curriculum has been implemented across the school and is now becoming embedded within all classes. SRE consultations completed with parents and sessions completed within the Summer Term 2022. Support staff and AHT for Behaviour and Personal Development run regular groups/interventions with identified pupils, some of whom are Pupil Premium. Our Pastoral and Welfare Lead provides support to vulnerable families and is a DSL to signpost families to further support from external agencies. Local authority mental health team along with our school councillor work with Pupil Premium children to develop talking strategies to support emotional development. Leaders have also conducted CPD for staff relating to Mental Health and Wellbeing within the classroom, primarily aimed at those families in disadvantaged circumstances.

<p>4 – Attendance in 2020-21 was 95.5% with PA of 12.2%</p>	<p>The Pastoral and Welfare Lead along with our AHT for Behaviour and Personal Development follows up any periods of absence with parents and these are recorded on our management system.</p> <p>Attendance (YR+) for 2021/2022 was 92.1%, which was below the national average. However, there were several factors which contributed to this, including continued episodes of COVID outbreaks, particularly during the autumn and spring terms, as well as many families taking out-of-term-time holidays to make up for cancelled holidays in 2020/2021.</p> <p>Attendance for those Pupil Premium pupils was at 89.3%, demonstrating that attendance is still a significant issue for this group of pupils.</p> <p>As a school, 24% of pupils were deemed ‘persistently absent’, of which 37% of those persistently absent pupils were also eligible for Pupil Premium.</p> <p>As such, the school must continue to improve and work with families eligible for Pupil Premium to champion their regular attendance at school.</p>
<p>5 - Parents and carers do not always know how best to support learning/progress of PPG children. 39% of SEN pupils are also eligible for pupil premium funding.</p>	<p>A range of events put on across the academic year at different times to engage as many parents as possible. These include – book events, stay and play/stay sessions (EYFS). These opportunities will be strengthened and furthered next academic year. However, due to the continued pandemic and restrictions to support safety, many events in the autumn and spring had to be scaled back meaning there were less opportunities for face-to-face contact with parents/carers and providing the support they required.</p> <p>Agencies are utilised to work with families whose child/ren need additional support at home/academically.</p>

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.