# Urmston Primary Pupil premium strategy statement 2021-22

## 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 | Urmston Primary |
| Number of pupils in school  | 518 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Simon Parker |
| Pupil premium lead | Helen Cooper |
| Governor / Trustee lead | Karen Smyth |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £50,291 |
| Recovery premium funding allocation this academic year | £4,785 |
| 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 | £55,076 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Ultimate objectives * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in all subjects and to ensure all disadvantaged pupils in school makes or exceeds nationally expected progress rates in line with non-disadvantaged peers in school.
* For all disadvantaged children’s emotional and social barriers to learning to be addressed in order for them to be confident and independent learners.
* To ensure all disadvantaged pupils have opportunities to access learning opportunities beyond the classroom.

Achieving these objectives* We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across our school.
* We will ensure that teaching and learning opportunities meet the needs of all the pupils.
* We will ensure that parents are aware of the financial support that is in place for their children.
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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 | A high proportion of our Pupil Premium children also have identified complex additional needs, either social and emotional, or SEND |
| 2 | Some children eligible for Pupil Premium lack stamina to read sustainably and fluently, with this being consolidated due to school closure during the pandemic. This is particularly the case in early reading and phonics. |
| 3 | Writing has been the area most affected by lockdown at our school and children’s vocabulary, grammar, punctuation and spelling has significantly affected disadvantaged children due to missing out over the course of the last 18 months on the sustained focus and support needed. |
| 4 | Disadvantaged children have been affected due to the pandemic and need additional recovery support to ensure attainment and progress is in line with non-disadvantaged peers in Maths. |
| 5 | Some disadvantaged pupils have social and emotional barriers to learning and this may be amplified following lockdown. |
| 6 | Some disadvantaged pupils’ parents have not been fully engaged in supporting their children’s learning – or have not been able to - and addressing this is even more important due to current circumstances and the possibilities of a second wave of coronavirus. |
| 7 | Some children cannot access extra-curricular activities. |
| 8 | Some children’s attendance is weaker since the pandemic (this is an additional in Spring 2022 following analysis from the Autumn term). |

## 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 |
| All disadvantaged pupils will experience equality of opportunity in terms of academic and personal development opportunities. | All disadvantaged pupils will make good progress from their starting points.All disadvantaged pupils will have the opportunity to engage in extra-curricular activities. |
| Disadvantaged pupils will have barriers to learning removed wherever possible. | Pupils will benefit from:* daily reading in school
* emotional/pastoral support where required
* SEND interventions as required.
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| Expectations of all pupils, including disadvantaged pupils are high and children are supported to achieve high standards. | Provision for each individual meets their needs appropriately to enable them to make good progress from their starting points. |

## 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: £30,550

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruitment of PPG Lead (20% of salary) HC Summer £8,500HC Aut & Spr £6,000Total = £14,500 | By utilising the PPG for the Pupil Premium Lead, we ensure that provision is facilitated well, awareness amongst staff is thorough, and ‘disadvantaged’ children’s progress is tracked thoroughly, with appropriate steps subsequently taken. This has been working brilliantly and is evidenced by the impact reports, target setting and staff’s awareness and understanding of children’s needs. | **1-7**Facilitates PPG provision and supports the Inclusion Practitioner and all staff. Ensures thorough tracking of disadvantaged children and supports target setting and meetings with staff, in working with the IP and liaises with the HT on impact of provision. Raises awareness and continual focus on PPG support and challenge. |
| Recruitment of Inclusion Practitioner (75% of salary) SS £4,600KW £10,650Total = £15,250 | ‘The EEF guide to supporting school planning: A tiered approach to 2021’ recognises, as do we, the impact that targeted intervention can have. The smaller group sizes here, along with QFT, will ensure additional support for the children who need it most. Our actions here provide a smaller group. The EEF state that *‘Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’* | **1-7**The role of ‘Inclusion Practitioner’ was created with the knowledge that there is significant crossovers between the three purposes of her role: SEN support; ‘disadvantaged’ pupil support; and pastoral and SEBD support. Not only will the Inclusion Practitioner work with pupils who are ‘disadvantaged’ but she will also work with the pupils who come under SEN or SEBD, therefore maximising the use of her time and ensuring the flexibility needed to support our pupils who need it most. The role may also include working with pupils in class. |
| PPG Review with Tricia Murphy from Excellence In Education£800 | We have found that support from external providers and experts offer an objective viewpoint and point out things about our provision we may not have thought of, offering further advice and guidance on how to enhance our practice and procedures. | **1-8**The purpose of the Review is as follows:1. To demonstrate that the school is providing value for money for its PP spending2. To identify the evidence of the impact of the school’s PP strategy3. To review the school’s Pupil Premium Policy and align it with its strategies4. To build a Vulnerable Pupils Team by involving your business manager, designated PP governor and the SENCO in the PP review.It will enable an objective viewpoint and offer next steps, ensuring we have procedures in place that have a positive impact on our disadvantaged children and that they are getting the support that they need. |

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

Budgeted cost: £16,871 *(+£3,645 school based tutoring finding being utilised)*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured intervention and support by Inclusion Practitioner (KW) | See above.  | **1-5** |
| Supply cover for pupil progress strategy meetings(Termly – one hour per teacher = 2x3 days’ supply)£1000 (approx.) | Meetings with all teachers is essential to providing clarity of provision, resources and staff deployment. | **All** |
| Rapid Reader support£3,700 | Evidence taken from The Urmston Primary School End of Year PPG Tracking Report 2020-2021, found that *‘40% of disadvantaged pupils in Year 1 attained their age-related expectations in reading compared to 84% of their non-disadvantaged peers. In Year 2, 50% of disadvantaged pupils attained their age-related expectations in reading compared to 85% of their non-disadvantaged peers. Across KS1, 44% of disadvantaged pupils attained their age-related expectation for reading compared to 85% of their non-disadvantaged peers not attaining age-related expectations in reading. With two of these pupils on the SEN register and two as EAL learners’*.*‘Across KS2, six disadvantaged pupils did not attain in-line with their non-disadvantaged peers, two are on the SEN register and four are EAL pupils so can struggle to reach the expected standard’.*In depth research into Rapid Reading was done by the NFER in 2006 and it found:* impact on pupils’ social confidence
* they were motivational and children enjoyed the books
* the grown up nature of the books and the length, gave pupils confidence and added sense of achievement
* the mix of fiction and non-fiction was beneficial
 | **2****The Rapid Reader** intervention is to help struggling readers working behind expectations and children with special education needs. It is designed to improve children’s confidence and accelerate learning.It combines colourful characters, dyslexia-friendly fonts, and digital technology to help each student take the small but important steps they need to make progress in reading.This intervention will be used throughout the school, with the aim to improve children’s stamina to read with fluency and understanding. Not only will it be used with disadvantaged pupils but also with pupils who come under SEN or SEBD, therefore maximising the use of time and ensuring the flexibility needed to support our pupils who need it most.  |
| Rapid Phonics training£500 | The value here is clear.*‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different* deployments of teaching assistants.’ (EEF Teaching and Learning Toolkit) | **2**All TAs to be trained in Rapid Phonics interventions to support lower attaining readers. |
| Small group/individual tutoring – Maths and English tutor (in line with the National Tutoring programme) £7,440 + £1,400 | The evidence from the EEF is clear. The EEF toolkit states:1:1 tuition can lead to an additional 5 months progress.Small group tuition can lead to an additional 4 months progress.Oral language interventions can lead to up to 6 months additional progress. | **3, 4**(There are a number of pupils, specifically in Y4 and 5, who are SEN and some of whom are ‘disadvantaged’ also. Our attainment tracking shows that they have been significantly affected by the pandemic and consequent lockdowns and this small group/individual tutoring will accelerate progress here, with close communication with the class teachers being essential). |
| Structured intervention in KS1 – HLTA (10% of salary)£2831 | The EEF toolkit states:TA intervention can make up to 4 months additional progress.1:1 tuition can lead to an additional 5 months progress.Small group tuition can lead to an additional 4 months progress.Oral language interventions can lead to up to 6 months additional progress. | **2, 3, 4**Our skilled HLTA will be utilised to lead structured intervention in KS1 to support those children who need it most. Working closely with class teachers, she will take small group interventions in maths, reading and writing. |

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

Budgeted cost: £7,655

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social and emotional learning intervention (led by all staff but most specifically a pastoral care team consisting of the Inclusion Practitioner, KS2 Pastoral care lead and SENDCO. Support from CBT and Play Therapy.  | As mentioned above, part of the IP’s remit is to support wellbeing/behaviour and social and emotional learning behaviour and her timetable is split by PP, SEND and SEBD support and pastoral care. This is part of the school’s pastoral and wellbeing offer. Again, the EEF states, ‘*On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.’*Furthermore, the IP will support SP/HC in monitoring attendance and implementing strategies to improve. The EEF’s Attendance REA Report (March 2022) states the benefits of the following areas:*- Mentoring* *- Parental engagement* *- Responsive and targeted approaches* *- Teaching of social and emotional skills* *- Behaviour interventions* *- Meal provision* *- Incentives and disincentives* *- Extracurricular activities* Part of the IP’s role will be supporting and facilitating support in these areas. | **1, 5, 8**Pupils who require social and emotional support, either due to circumstances at home, or through academic challenges, will be supported through either structured programs such as Drawing and Talking/Lego Therapy or by more fluid pastoral care and one-to-one support. As the evidence suggests, this support, done effectively, will not only enhance wellbeing but lead to additional academic progress. Cognitive behavioural Therapy and Play Therapy will also be utilised but these will need to be sourced externally. Addressing attendance through means noted to the left, as well as through access to provision such as Breakfast Club, will also form part of this activity. |
| Engaging the families facing most challenges | EEF Toolkit states that:Parental engagement has a positive impact on average of 4 months of additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | **7**- Working closely with the LA where Early Help support is needed- Ensuring accurate and effective communication/timetabling/staff deployment for pastoral care team- Time for PPG Lead and practitioner to meet and discuss progress and needs of children/families- Financial support for families for wider opportunities |
| Ensure that disadvantaged children are offered the same extra-curricular and enrichment opportunities as others. | EEF Toolkit states that pupils can make an additional:3 months progress if engaged in arts participation1 month progress if engaged in sports provision5 months progress if engaged in social and emotional support | **1, 5, 7**Increased numbers of disadvantaged pupils accessing extra-curricular activities. Strong communication with parents in maintaining their awareness of the extra-curricular clubs offered at UPS. Financial support for trips/residentials will mean that no pupils miss out on enrichment opportunities. |

**Total budgeted cost: £55,076**

# 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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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

## The outcomes below are also evidenced in termly impact reports

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| **Aim** | **Outcome** |
| A. The attainment of disadvantaged pupils in reading and writing will be in line with their non-disadvantaged peers, which will be evident in tracking data and the end of KS2 results.  | This is evidenced in the Summer Impact Report. In summary, it shows that KS2 ‘disadvantaged’ pupils in fact outperformed their peers in reading and writing progress. Their attainment in reading was also above that of their peers. However, writing attainment is lower and so will be a key focus in 2021-22. |
| B. Increase percentage of pupil premium children who attain greater depth in maths. (This will be in relation to their peers and current circumstances considered – children will only be ‘stretched’ to greater depth if ready). | Under the circumstances of the pandemic, lockdown, etc. and the ‘ready to progress’ guidance, increasing the number of pupils across the school reaching greater depth has been a challenge, regardless of being disadvantaged or not. This has not currently been a priority although all pupils, with a focus on disadvantaged, have been stretched in line with the school’s Teaching and Learning and Maths policies. |
| C. Disadvantaged pupils are supported emotionally and socially, are happy in class and are producing work which reflects their ability. | Due to the impact of the pandemic on children, pastoral care and support has been of paramount importance. There have been a variety of measures in place with the Pastoral Care Team, including Drawing and Talking and Lego Therapy, other 1-to-1 and small group support. This has had a positive impact on children’s mindset and learning behaviours and this is set out in the school’s Provision mapping/tracking and Impact report for 2020-21. This will continue to be an aim next year due to it continuing to be a possible barrier to some children’s learning. |
| D. Enhanced engagement in school life of disadvantaged pupils’ parents and greater support with pupils’ learning. | Under the circumstances, this has been challenging, but parental engagement has increased due to the need to track pupils’ home learning and therefore closer communication has developed. The use of Seesaw and telephone calls for vulnerable children has aided this. |
| E. Ensure that disadvantaged children are offered the same extra-curricular opportunities as others. | Extra-curricular activities have been difficult to maintain under restrictions and social distancing guidance. This will need to continue next year. Support has been given to pupils for tuition (music and academic), warp-around care, and residential trips. |
| **Contingency:** Pupils have access to resources (i.e. iPads) that enable full engagement with home learning. | All pupils were given an iPad to ensure access to home learning. The PPG Lead monitored engagement and this is evidenced in Spring’s Impact Report. |

## 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 |
| Lexia - an online reading support targeted for individual needs | Lexia Reading Core 5 [www.lexiacore5.com](http://www.lexiacore5.com) |
| Mathsletics – an online maths intervention which is inked to the maths curriculum | [www.mathletics.com](http://www.mathletics.com) |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | 1:1 emotional support through *Drawing and Talking* intervention.Lexia intervention to support self confidence in spelling and reading.TA support in maths lessons to aid independence.TA 1:1 support in writing lesson. |
| What was the impact of that spending on service pupil premium eligible pupils? | Able to talk and discuss own feelings and emotions.Increased confidence and resilience in reading, writing and maths. |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*It can be challenging to separate out the impact of different strategies. Strategies put in place last year, funded by the Pupil Premium Grant, were supplemented significantly by the Covid Premium funding - how this was spent, and its impact, is outlined in our Covid Premium Strategy Statement 2020-21. There was some clear, positive impact on pupil performance but due to the spring lockdown, some measures set out in that strategy statement will continue or will evolve in this academic year, whilst not being mentioned in this statement.Additional teaching staff have been deployed in year groups where pupil tracking shows it is needed the most, and their roles will evolve based upon the developing needs of the children and as staffing changes are made.Due to our current situation, particularly regarding staffing, this is not a three year plan and will continue to develop. |