# 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 and overall educational experience of our disadvantaged pupils, as well as some other children who might benefit.

## 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 | Urmston Primary |
| Number of pupils in school | 518 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024  **Version 2: Current year 2022-23** |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Simon Parker |
| Pupil premium lead | Helen Cooper |
| Governor / Trustee lead | Karen Smyth |

**Funding overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Detail** | **Amount**  **2021-22** | **Amount**  **2022-23** | **Amount**  **2023-24** |
| Pupil premium funding allocation this academic year | £50,291 | £67,330 |  |
| Recovery premium funding allocation this academic year | £4,785 |  |  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 | £15,000 |  |
| **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 | £82,330 |  |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Ultimate objectives   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in all subjects and to ensure all disadvantaged pupils in school make or exceed 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 pupils. * We will ensure that parents are aware of the financial support that is in place for their children. |

## Challenges

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

|  |  |
| --- | --- |
| 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 has particularly been the case in early reading and phonics. |
| 3 | Writing has been the area most affected by the pandemic at our school. It affected disadvantaged children due to missing out on the sustained support and challenge required and focus on vocabulary, grammar, punctuation and spelling will need to continue. |
| 4 | Disadvantaged children had been affected due to the pandemic and additional recovery support will be ongoing to ensure attainment and progress is in line with non-disadvantaged peers in Maths. |
| 5 | Some disadvantaged pupils continue to have significant social and emotional barriers to learning. |
| 6 | Some disadvantaged pupils’ parents are not fully engaged in supporting their children’s learning. |
| 7 | Some children cannot access extra-curricular activities. |
| 8 | Some children’s attendance has been weaker since the pandemic. |

## 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 |
| Social and emotional barriers to learning of disadvantaged pupils will be removed/extensively lessened and wellbeing will be enhanced, leading to greater levels of feeling safe and happy and improved attitudes towards learning. | Sustained high levels of wellbeing by 2023-24 demonstrated by:   * qualitative data from pupil voice, pupil and parent surveys and staff observations, illustrating the following: * positive learning attitudes * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils * enhanced social skills and collaboration with peers |
| Improved attitudes towards reading and maintained positive attainment among disadvantaged pupils. | KS2 reading outcomes in 23-24 show that the percentage of disadvantaged pupils meeting the expected standard is fully in line with their peers’ strong attainment, levels that have been maintained over the three year period. |
| Standards in writing of disadvantaged pupils is improved across all year groups. | KS2 outcomes in 23-24 show that writing standards of disadvantaged pupils is in line with their peers, and in-house tracking evidences the same across the school. |
| Standards in maths of disadvantaged pupils is improved across all year groups. | KS2 outcomes in 23-24 show that maths standards of disadvantaged pupils is in line with their peers, and in-house tracking evidences the same across the school. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2023/24 demonstrated by:   * the overall attendance figure being no less than 97% with disadvantaged pupils being no less than 95%. * the unauthorised absence rate for all pupils being no more than 0.4%, with disadvantaged pupils being no more than 0.5% * the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with this. |
| All disadvantaged pupils will experience equality of opportunity in terms of personal development opportunities. | Engagement in extra-curricular activities and curriculum enhancement will be significantly higher, evidenced by data illustrating uptake and qualitative data from pupil voice. |
| Parents of disadvantaged pupils will be fully engaged in their pupils’ learning and support them as necessary. | High rates of disadvantaged pupils will attend meetings, workshops and forums. |

## 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: £24,750

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Recruitment of PPG Lead | 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. | **1-8**  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 | ‘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.’* | **1-8**  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 and will certainly include strong collaboration with class teachers and TAs. |
| PPG Review with Tricia Murphy from Excellence In Education | 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 spending  2. To identify the evidence of the impact of the school’s PP strategy  3. To review the school’s Pupil Premium Policy and align it with its strategies  4. 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. |
| PPG Lead to meet another PPG Lead from another school. | Support and guidance from professionals who already lead and facilitate the Pupil Premium Grant in an outstanding school will be hugely beneficial to the Pupil Premium lead. This will give her ways to enhance our practice and procedures. | **1-8** |

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

Budgeted cost: £22,812

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured intervention and support by Inclusion Practitioner (KW) | See above. | **1-5,8** |
| Supply cover for pupil progress strategy meetings | Meetings with all teachers is essential to providing clarity of provision, resources and staff deployment. Professional dialogue with staff and their awareness of the needs of their children says everything about the absolute necessity of this communication and time to share this effectively. | **All** |
| Rapid Reader support | Evidence taken from The Urmston Primary School End of Year PPG Tracking Report 2021-2022, found that  ‘*Across KS1, 44% of disadvantaged pupils attained their age-related expectation for reading compared to 69% of their non-disadvantaged peers. The attainment data shows that* *our disadvantaged pupils in KS1 are generally not attaining in-line with their non-disadvantaged peers for reading.’*  *‘Across KS2, 63% of disadvantaged pupils attained their age-related expectation for* *reading compared to 87% of their non-disadvantaged peers. The attainment data shows that our disadvantaged pupils in KS2 are still not attaining in-line with their non-disadvantaged peers for reading.’*  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 and training with literacy consultant | 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. Further phonics training for teachers and TAs will ensure subject knowledge is further enhanced for whole school provision. |
| Small group intervention/ tutoring  Employment of two additional teachers | 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 Y3, 4 and 5, who are SEN and some of whom are ‘disadvantaged’ also. Our attainment tracking shows that they had been significantly affected by the pandemic and consequent lockdowns and this small group intervention/tutoring will accelerate progress here, with close communication with the class teachers being essential. Work will be done specifically on writing in Y3 and Y4 and writing and Maths in Y5, the last academic year duly being with the Y3 and 4 pupils. |
| Structured intervention in KS1 – HLTA | 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: £34,768

|  |  |  |
| --- | --- | --- |
| 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, 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 elements of SEBD. 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. |
| ELSA Emotional Literacy (and Relationships) Support Assistant) – training and salary | In addition to the above, the EEF’s toolkit on SEL states that in collaboration with whole school and universal programmes, ‘more specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.’ This can lead to an additional four months progress in a school year. It is key that we monitor the effectiveness of this, in line with whole school programmes and procedures, such as ‘My Happy Mind’. | **1, 5, 6, 8**  Whilst the role of the ELSA, who is also a highly skilled and qualified HLTA, will be for social and emotional support, enabling pupils to be in a positive and able mind-set for learning, other challenges to learning may also be addressed, in working both 1-to-1 and in small groups. Challenge 5, and the behaviour that this brings, means that a skilled and highly trained person can supplement strong universal practice. The PHSE Lead will work closely with the EL and R SA to ensure strong consolidation of self-regulation and support strategies – shared training between the two deepens that consistency. The role of the ELRSA will also draw practice together and embed a more graduated approach to emotional and social/mental health support. Strong relationships in engaging parents will also form a key part of the role as it currently does, mostly in the infants, with the Inclusion Practitioner. The ELRSA will work closely with the Inclusion Practitioner and the SENDCO due to the crossover of SEND and disadvantaged with the need for specific emotional and social support. The need here is greater in KS2 and this is where the ELRSA will focus most intently. |
| 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. | **7,8**  - 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 participation  1 month progress if engaged in sports provision  5 months progress if engaged in social and emotional support | **1, 5, 7,8**  Increased numbers of disadvantaged pupils accessing extra-curricular activities, including learning an instrument if so desired. 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. |
| Book in a box | Evidence taken from The Urmston Primary School End of Year PPG Tracking Report 2021-2022, found that  ‘*Across KS1, 44% of disadvantaged pupils attained their age-related expectation for reading compared to 69% of their non-disadvantaged peers. The attainment data shows that* *our disadvantaged pupils in KS1 are generally not attaining in-line with their non-disadvantaged peers for reading.’*  *‘Across KS2, 63% of disadvantaged pupils attained their age-related expectation for* *reading compared to 87% of their non-disadvantaged peers. The attainment data shows that our disadvantaged pupils in KS2 are still not attaining in-line with their non-disadvantaged peers for reading.’*  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 | **1, 2, 3**  Book in a Box is an exciting and easy to use service which regularly provides good books for children from all backgrounds. Through this service, we hope to engage more children and give them exposure to high quality texts to help them on their reading journey.  Book in a box provide a monthly box which is posted to the children’s home address. These are designed specifically for Primary age children. Every box includes; a high quality, age appropriate book, a magazine, as well as resource sheets and stationery. |

**Total budgeted cost: £82,330**

# 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.

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

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| A high proportion of our Pupil Premium children also have identified complex additional needs, either social and emotional, or SEND | The work done by the Inclusion Practitioner in supporting pupils and working with both the SENDCo and the PPG Lead has meant that communication in how to support pupils with SEND and who have social and emotional needs has been thorough and children have benefitted in being able to be in a more positive mindset in accessing their learning. |
| 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. | A great deal of focus and support has been placed on reading across the school and impact has been clear.  Our Year 1 and year 2 phonics screening results have been positive.  Y2 in November/December ‘21 = 100%  of those eligible for PPG compared to 93% of all Year 2.  Y1 in June ’22 = 75% of the pupils eligible for the PPG compared to 87% of all Year 1 pupils.  The school’s reading practice and procedures for teaching, learning and intervention have been robust and progress made. However, of the five ‘disadvantaged’ children, two reached the expected standard in Y2 compared to 71% of all pupils. The work done by the HLTA and training for TAs in Rapid Phonics and those materials had a positive impact but work is still needed to develop comprehension skills.  In KS2, 80% of ‘disadvantaged’ pupils reached the expected standard with 30% reaching greater depth compared to 91% and 44% of all pupils at UPS and compared to 74% of all children nationally reaching the expected standard. |
| Writing has been the area most affected by the pandemic at our school. It affected disadvantaged children due to missing out on the sustained support and challenge required and focus on vocabulary, grammar, punctuation and spelling will need to continue. | The school’s English plan to aid academic recovery following the pandemic has supported all pupils’ writing. 61% of all pupils were ‘expected’ in KS1. However, one of the five ‘disadvantaged’ pupils reached this standard. Support is still needed here and this is why the additional teacher is placed in Y3.  In KS2, 80% of ‘disadvantaged’ pupils reached ‘expected’ compared to 84% of all UPS pupils and 69% of all pupils nationally.  This illustrates the positive impact of provision. |
| Disadvantaged children had been affected due to the pandemic and additional recovery support will be ongoing to ensure attainment and progress is in line with non-disadvantaged peers in Maths. | In KS1, 2 out of 5 ‘disadvantaged’ pupils reached the expected standard compared to 77% of all pupils. Work will continue here.  In KS2, 90% of ‘disadvantaged’ pupils reached the expected standard with 40% reaching greater depth. This exceeds both all UPS pupils and all pupils nationally, which were 84% (39% GD) and 71% respectively. |
| Some disadvantaged pupils continue to have significant social and emotional barriers to learning. | Due in part 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 2021-22. This will continue to be an aim next year due to it continuing to be a possible barrier to some children’s learning. |
| Some disadvantaged pupils’ parents are not fully engaged in supporting their children’s learning. | School will continue to encourage parents to attend events in school as these are now on the increase. Staff will use telephone calls and meetings with parents to encourage more engagement of their child’s learning both at school and at home. |
| Some children cannot access extra-curricular activities. | Financial support continues for those families who need it. We have, and will, support them in payment for breakfast club, after school club, sports clubs, music clubs and residentials. |
| Some children’s attendance has been weaker since the pandemic. | Attendance was tracked for those children whose attendance had fallen below 95%. 31% of disadvantaged pupils had less than 90% attendance in the summer term 2022.  Tracking by the Headteacher, PPG Lead and Inclusion practitioner will continue. |

## 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 |
| Lexia - an online reading support targeted for individual needs | Lexia Reading Core 5 [www.lexiacore5.com](http://www.lexiacore5.com) |

## Service pupil premium funding (optional)

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

|  |  |
| --- | --- |
| 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)

|  |
| --- |
| *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, partly with support from School-led tutoring, were supplemented by the PPG and also significantly by the school budget. This was a point discussed in our Pupil Premium Review in March 2022.  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.  With this being a three-year plan, it should be a dynamic document and will change and evolve based upon the needs of the children. This is the second version. |