# 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

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| Detail | Data |
| School name | Salway Ash CE VA Primary School |
| Number of pupils in school  | 113 |
| Proportion (%) of pupil premium eligible pupils | 9.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 -24 |
| Date this statement was published | 8/12/21 |
| Date on which it will be reviewed | 10/22 |
| Statement authorised by | Leif Overment |
| Pupil premium lead | Leif Overment |
| Governor / Trustee lead | Darren Stanton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £14,795 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £16,795 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Salway Ash Primary School has high expectations of all pupils, irrespective of their background or the challenges they face. We aim for all children to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Salway Ash’s strategy plan for Pupil Premium pupils is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:* high-quality teaching
* targeted academic support
* wider strategies

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.Our strategy is also part of wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. 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
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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 | School assessment data shows that disadvantaged pupils have been more noticeably impacted by school closures than the rest of the school population. Internal summative and formative school assessment information indicates that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, with 50% are working at age related expectations. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. As pupils from disadvantaged backgrounds move through the school, they are less likely to be fluent readers and to read for pleasure. |
| 3 | 36% of Pupil Premium children are on the SEND register, with their associated SEND needs adding a barrier to their learning. |
| 4 | Internal summative and formative school assessment information shows that 91% of Pupil Premium pupils are not working at age related expectations in writing. |

## 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 |
| Pupils in KS1 will pass the Phonics screening and develop reading skills. | Regular monitoring and ensuring all children make sufficient progress in phonics learning.Phonics screening results shows all children have made good progress from their starting point.PP children’s attainment and progress in phonics is in line with peers. |
| Improved reading attainment among disadvantaged pupils.  | Reading outcomes by 2024/25 show that more than attainment of disadvantaged pupils will be in line with non-disadvantaged peers. |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | Maths outcomes by 2024/25 show that more than attainment of disadvantaged pupils will be in line with non-disadvantaged peers. |
| Improved writing attainment for disadvantaged pupils at the end of KS2.  | Writing outcomes by 2024/25 show that more than attainment of disadvantaged pupils will be in line with non-disadvantaged peers. |

## 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: **£5000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.Ensure effective assessment is used to inform next steps in teaching. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4  |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 3 |

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

Budgeted cost: **£9495**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use IT to support teaching and learning. Through improving pupils’ access to devices, use of apps and websites which support learning and specialist teaching, key skills will be embedded in core subjects. | EEF summary shows that use of IT can increase progress rates in both English and Maths, particularly maths.<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019> | 1, 2, 3, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 3, 4 |

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

Budgeted cost: **£2300**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Individual and small group wellbeing* ELSA
* Monitoring & support by SENCO
 | 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):<https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf> EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year; studies in the Toolkit focus primary on academic outcomes, but it is important to consider the other benefits of SEL interventions; evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. | 1, 2, 3, 4 |
| Contributions to school uniform, trips, visits and extra-curricular clubs | Children should a sense of belonging and be included in all aspects of school life | 1, 2, 3, 4 |
| Access to clubs and extracurricular activities | Outcomes for children who are able to take part in extracurricular clubs and activities including the ‘arts’ are improved (EEF report on Arts participation). Can also support children to re-engage in their learning and improve well-being, feel valued and play an active part in school life. | 1, 2, 3, 4 |
| 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. | **1, 2, 3, 4** |

**Total budgeted cost: £XXX**

# 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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| The National Lockdown in January 2021 following the lockdowns of the previous academic year had a large impact on the progress of all pupils not least those receiving the Pupil Premium Grant.Vouchers were provided for all those on free school meals. The school was open throughout the lockdown for key worker and vulnerable children. Approximately a third of the total number of pupils attended during the lockdown periodIPads were loaned to pupils who did not have devices to work on for remote learning. The school checked that all families had access to the internet. The government laptop scheme was taken advantage of and which provided three laptops for children in school. Phone calls were made home to parents and pupils each week who were struggling to cope with home learning in order to give advice and encouragement. Printing of work for home learning was done for families who needed this help. Bundles of home workbooks were also provided for all pupils. The eSchools platform was used to message children who were struggling academically or emotionally. Messages from the class teachers, TAs , ELSA support and headteacher were sent. Instructional videos were made and sent out to parents to help with home learning.Individual case studies and progress data are available in school to see which strategies were particularly effective for each pupil.**Key strategies** shown to have had a **positive** impact and **lessons learnt** over time include:* TRG on mastery in mathematics for staff; working with the Jurassic Maths Hub. KS2 staff through planning lessons with colleagues and watching the specialist teacher teach have grown in awareness of how children learn and through analyses have grown in knowledge about common misconceptions around children’s learning and understanding in mathematics.
* Increased use of resources and teaching skills to aid pupil’s fluency in maths and their understanding of new concepts.
* Staff broadened approach to teaching mathematics and increased accessibility for all pupils.
* Pre-teaching techniques in order to raise the credibility of targeted pupils in class and hence raise their self-esteem.
* iPad or laptop to pupils who do not have access to a device at home in order to complete homework and remote home learning.
* Accelerated Reader and MyOn- Accessible through Eschools platform. Pupil’s reading comprehension level, amount of time spent reading for enjoyment and levels of self-confidence were maintained over lockdown for the majority of pupils.
* 121 and small group work with qualified teachers to quickly tackle identified gaps and misunderstandings in learning.
* ‘Catch up’ sessions. Popular with the children and ‘instant’ impact.
* Homework club supported identified misconceptions and boosted self-esteem. Also gave the support to children who do not receive this at home. Welcomed by the children avoiding arguments at home.
* Curriculum development to ensure progression of skills and knowledge throughout year groups and the school.
* Wellbeing questionnaires for all pupils. Areas of concern identified for groups and individuals and then followed up in class PHSE lessons and with ELSA sessions. Parents also spoken to where appropriate.

Bubbles were joined in each Key Stage for a number of weeks in order for pupils to interact with each other and be more prepared for transition to the next class. |