

Percy Main Primary 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	Percy Main Primary
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	7 post LAC 1 LAC 1 service child Total 100 pupil premium (53%) Long term disadvantaged (17%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Kathryn Thompson Headteacher
Pupil premium lead	Kathryn Thompson
Governor / Trustee lead	Leanne O'Donnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,430
Recovery premium funding allocation this academic year	£13,775
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	£156,205

Part A: Pupil premium strategy plan

Statement of intent

Percy Main Primary's vision is one in which **all** learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. Although disadvantaged pupils face many complex barriers to achievement, our core belief is that the delivery of a challenging, knowledge-rich curriculum is a lever for social change. It is through the design and effective implementation of this curriculum that disadvantage will be reduced. Therefore, our pupil premium strategy is focused on ensuring that disadvantaged pupils leave school with the same knowledge, skills and qualifications as their peers. The strategy centres on evidence-informed, high quality teaching, with the provision of targeted academic support and wider strategies (including experiences and pastoral support), where needed.

Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils.

- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. There is significant evidence to show that this has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring 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:
 1. ensure disadvantaged pupils are challenged in the work that they're set
 2. act early to intervene at the point need is identified
 3. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectation 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	<p>On entry assessments show that early Communication and Language skills are low. In Sept 2021 58% of the current Nursery cohort were referred for Speech and Language support and 100% of the cohort are not on target in the Prime areas. Rainbows (2 year old provision) entry assessment mirrors that of Nursery with 100% of children not working on track in September 2021. Tracking information indicates that additional intervention is required so that PP children make the same progress as their peers. Nelli assessment shows that 45% of Reception children have been assessed within the bottom 50%. (32% being PP and 85% of the PP cohort are within the bottom 50%.)</p>
2	<p>Under-developed language and communication skills on entry are still evident through to KS2. Assessments, observations and discussions with pupils indicate that in general this is more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Assessments, observations and discussions suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>A three year decline in Phonics data is evident between 2017 and 2019. In 2019 53% of children in Y1 achieved the expected standard. COVID has significantly impacted on early reading, and 'catch up' for all pupil groups is now a priority. Analysis of data reveals that 38% of Y1 children eligible for Pupil Premium are on track to reach the expected standard.</p>
4	<p>SEND: 51% of children with SEND are also PP 12 are long term disadvantaged</p> <p>The greatest area of need for PP children at SEND support is SLCN. The greatest area of need for PP children with EHCPs is social, emotional and mental health.</p>
5	<p>PP children are disproportionately affected by SEMH difficulties. Over the past three years, there has been a significant rise in the number of children with SEMH difficulties and a marked increase in referrals to the pastoral team. Pupils need considerable support with regulation and managing emotions in an age appropriate way.</p>
6	<p>Pre-lockdown, pupil premium children were identified as having greater gaps in their learning. Linking to a lack of metacognition, some pupils were not retaining learning from lesson to lesson.</p>

7	<p>Parental engagement and confidence</p> <p>Parents strive to support their children but some report lacking in confidence to offer the correct support, especially around communication, phonics and self-regulation.</p>
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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
1. Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language.	Early assessment and identification of communication and language difficulties informs appropriate high quality targeted provision resulting in outcomes in the early years % of PP children achieving the GLD is broadly in line with their non PP peers.
2. Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Pupils throughout the school read widely and often and with an increasing vocabulary are able to develop their writing so that by the end of each key stage there is no significant gap in reading between PP children and their peers.</p>
3. Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.	Pupil data from the Y1 Phonics Screening Check shows an upward trend over the next 3 years.
4. Through appropriate intervention, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.	<p>Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress.</p> <p>The additional learning challenge of PP children with SEND is minimised by high</p>

	quality bespoke planned learning journeys which address their individualised needs and removes challenges to their continued progress.
5. Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.	In house Thrive progress data shows movement in development strands for pupils.
6. Consistent high quality QFT leads to improved learning outcomes for all PP children.	Rosenshine's principles embedded in practice, exemplified by a whole school approach developed to regular low-stakes assessment to support retrieval and review of key knowledge and concepts so PP children can build on solid foundations, receive continuous feedback and support and consequently feel more confident to access the full curriculum.
7. Families have the confidence to seek out advice and support in order to improve their lives.	High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school. Attendance advisory support, foodbank support, early help, school nurse etc are embedded for PP families and support them to make more positive contributions to the school community. Parents of PP pupils engage more fully in whole school activities.

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: £15,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language.</p> <p>Participation in Launchpad for Literacy Project.</p> <p>ELKLAN CPD for Reception Teacher.</p> <p>Helicopter Stories/Poetry Basket CPD and resources for all of EYFS.</p>	<p>There is strong evidence for the need to address gaps that emerge during the early years between disadvantaged and their more affluent peers.</p> <p>On average, 40% of the overall gap between disadvantaged 16 year olds and their peers has already emerged by the age of five.</p> <p>By the age of three, on average, more disadvantaged children are already almost a full year and a half behind their more affluent peers in their early language development.</p>	<p>1, 2, 4, 5</p>
<p>2. <i>Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</i></p> <p>Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary are evident.</p> <p>Classroom environments are rich in vocabulary.</p> <p>Story time to occur daily to broaden the children's repertoire of vocabulary.</p> <p>Talk for Writing is used as a methodology for teaching writing which focuses on the internalisation of Vocabulary, language patterns and structures.</p> <p>The knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our pupils access to more words and quality words.</p> <p>Purchase class sets of Vocab Ninja for KS2 children</p> <p>Kagan Structures CPD and implementation plan</p>	<p>As above plus...</p> <p>EEF states that cooperative learning approaches can have an impact of +5 months. Kagan Structures is an approach which promotes language, communication and interaction between learners, enabling articulation of their thinking and understanding.</p>	<p>2, 4, 5</p>
<p>3. <i>Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.</i></p>	<p>Research shows that the systematic teaching of phonics is effective in supporting</p>	<p>3, 4, 5</p>

<p>Read, Write Inc. phonics lead to provide instructional coaching to continually refine and improve practice so that teaching and learning are highly effective.</p> <p>Ongoing CPD via Ruth Miskin Platform</p> <p>Development days with RWI and English Hub</p> <p>Robust and rigorous assessments every 6 weeks for pupils who participate in the phonics scheme and assessments shared with phonics teachers to identify gaps and adapt teaching to meet the needs of the pupils.</p>	<p>younger readers to master the basics of reading, with an average impact of an additional 4 months progress (EEF T&L toolkit 2018)</p> <p>School Data shows that phonics and early reading is a priority for all pupils, especially pupil premium.</p>	
<p>6. <i>Improved learning outcomes for all PP children through the implementation of Rosenshine's principles of instruction.</i></p> <p>Refine and further improve the quality of teaching across the curriculum via explicit instruction approaches.</p> <p>CPD provided to support all teachers in developing the pedagogical resources to support teaching.</p> <p>Additional bespoke CPD for identified needs</p>	<p>EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Explicit instruction refers to a range of teacher demonstrations followed by guided practice and independent practice. Several reviews of the research on effective support have provided support for explicit instruction. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.</p>	5, 6
<p>Staff Professional development ensures that teachers and support staff develop pedagogy and impact positively on pupil progress.</p> <p>Every Lesson Outstanding intervention x2 teachers</p> <p>NPQ in leading teaching and learning NPQ in leading behaviour and culture NQP in senior leadership</p> <p>ELKLAN</p> <p>Launchpad for literacy</p> <p>MHFA</p> <p>Making a difference to disadvantaged pupils project</p> <p>2 Matters Project (Rainbow Room) Autism pilot</p> <p>Inference training</p> <p>Rosenshine - whole school training</p>	<p>Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes (Education policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students,2020)</p> <p>EEF T&L Toolkit</p> <ul style="list-style-type: none"> • feedback +6 months progress • metacognitive approaches +7 months progress • reading comprehension strategies +6months progress • oral language interventions +6 months 	1, 2, 3, 4, 5, 6

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

Budgeted cost: £76,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>4.Children with SEND and PP have appropriate interventions to reduce the gap between non-disadvantaged peers allowing them to make progress from their starting points</i></p> <p>Use of school led tutoring funding allocated to RWI interventions.</p> <p>Additional TA to provide RWI 1:1/small group tutoring for pupils who need intensive phonic support, based on assessments.</p> <p>Fresh Start</p> <p>BR@P</p> <p>Precision Teach</p> <p>Becoming 1st Class@Number for Year 1 children</p> <p>NELLI intervention</p> <p>Helicopter Stories intervention</p> <p>Use of launchpad for literacy skills framework beyond Early Years</p>	<p>EEF research states“...interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school” (EEF 2019)</p> <p>EEF says there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a Three way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.’</p> <p>Evidence shows that intensive individualised or small group tuition is highly effective. The approach outlined in the DfE ‘School-led tutoring’ handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps.</p>	<p>4, 5</p>
<p><i>2.Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</i></p> <p><i>4.Children with SEND and PP have appropriate interventions to reduce the gap between non-disadvantaged peers allowing them to make progress from their starting points.</i></p> <p>1:1 intervention with TAs trained in SALT to improve oracy in school for those children identified.</p> <p>Helicopter Stories CPD and intervention for identified children in Year 1.</p>	<p>EEF toolkit states that Oral Language Intervention has an effect of +5 months when extending and refining children’s spoken language.</p>	<p>1, 2, 4, 5</p>

Use of Launchpad for literacy skills framework to identify and provide targeted support.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £64,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>5. Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.</i></p> <p>The Pastoral Team will meet weekly to identify needs early and plan Support.</p> <p>Thrive online profiling and support.</p> <p>Development of additional Thrive room and regulation areas.</p> <p>Implement Zones of Regulation as a whole school approach.</p> <p>Participation in the MHFA project including audit and action plans.</p> <p>Work with external agencies to support vulnerable pupils based on their individual needs.</p> <p>My School Health support ½ day per week supporting vulnerable children.</p> <p>CGSO to support pupils in class to develop positive learning attitudes and effectively access the curriculum.</p>	<p>The Public Health England report in 2014 finds a close link between improved outcomes and mental health and wellbeing of pupils.</p> <p>Research shows that interventions which target social and emotional learning improve pupils interaction with others and self-management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018).</p> <p>Historical evidence within Percy Main Primary School shows that PP children with social and emotional needs who work closely with trained staff are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.</p>	5, 7
<p><i>7. Families have the confidence to seek out advice and support in order to improve their lives.</i></p> <p>Parental engagement schedule to include a variety of sessions and themes linked to academics, behaviour and mental and emotional health.</p>	<p>The association between parental engagement and a child's academic success is well established (EEF 2018) and supporting parents with their first child will have benefits for their siblings. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF parental engagement) EEF researched.</p>	7,
<p><i>Provision of free breakfast club</i></p>	<p>Magic Breakfast found an improvement of up to 2 months progress in pupils who received</p>	5

	a free breakfast at school, with improved wellbeing and mental health outcomes.	
<p>Increase opportunities for cultural capital</p> <p>A programme of enrichment activities</p> <p>Leadership opportunities</p> <p>Subsidised trips including residential visits</p>	<p>Enrichment experiences provide children with positive benefits on academic learning and the impact on more vulnerable pupils is even higher (EEF, T&L toolkit, 2018)</p> <p>Children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development.</p>	5

Total budgeted cost: £ 156,268

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. *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, the information below refers to any other pupil evaluations undertaken during the 2020 to 2021 academic year*

<p>Improve attainment and progress in reading, writing, maths and GPS in our current Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 48% FSM6 entitlement).</p>	<p>8/12 PP children are also SEND</p> <p>Reading</p> <p>58% of PP children reached the expected standard compared to 92% of non-PP children. 25% of PP children achieved above ARE compared to 54% of non-PP children. 92% of PP children made at least expected progress and 75% made accelerated progress from their starting points. This is in line with the progress of non-PP children.</p> <p>Writing</p> <p>33% of PP children reached the expected standard compared to 85% of non-PP children. 66% of PP children made at least expected progress and 25% made accelerated progress from their starting points. COVID impacted on evidence of independent extended pieces of writing.</p> <p>This is in line with the progress of non-PP children.</p> <p>Maths</p> <p>58% of PP children reached the expected standard compared to 85% of non-PP children. 17% of PP children achieved above ARE compared to 46% of non-PP children. 92% of PP children made at least expected progress and 42% made accelerated progress from their starting points.</p> <p>This is in line with the progress of non-PP children.</p>
<p>Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.</p>	<p>Reading</p> <p>There was a significant difference in the attainment of PP and non PP children in reading in Year 1 and 6. There was minimal difference in the progress of PP and non-PP children in all year groups.</p> <p>Writing</p> <p>There was a significant difference in the attainment of PP and non PP children in writing in Year 3 and 6. There was minimal difference in the progress of PP and non-PP children in all year groups.</p> <p>Maths</p> <p>There was a significant difference in the attainment of PP and non PP children in maths in Year 1, 4 and 6. There was minimal difference in the progress of PP and non-PP children in all year groups.</p>

<p>Ensure teaching and learning throughout school is at least good with an increasing proportion outstanding, improving outcomes for all PP pupils including those with identified SEND needs.</p>	<p>Teaching from all teachers is now at least good.</p> <p>Teachers have good subject knowledge. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Monitoring is showing that teachers respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.</p> <p>The support and challenge process from the LA has been strong and leaders have been held to account in all aspects of our work. SLT has ensured that reading is a high priority in school. The teaching of early reading skills, phonics and guided reading is carefully timetabled and protected. School have invested in up skilling staff to teach reading more effectively with bespoke intervention providing additional support for specific pupils. This work is ongoing, but more rapid school improvement can be seen now. All staff delivering RWI are now trained and now receive ongoing bespoke training in order to lead the Read Write Inc. programme successfully.</p> <p>SDP reports highlight the impact of enhanced subject leadership and consistency in the quality of teaching is evident. In one report it was noted that compared to previous local authority monitoring, pupils are now much more informed about what they are learning, why they are learning it and how it connects with prior and future learning. The Maths Deep Dive report highlights that there is a genuinely positive picture of how maths is planned, taught and assessed throughout the whole school. Decisions made, in light of lockdown and resulting disrupted learning, are well thought out and acted upon. Staff are deployed well and are bringing about a positive change in how maths is viewed by pupils and how meaningfully it is taught and learnt. There is clarity, conviction and a real authenticity in the leadership of maths and the drive to make genuine lasting improvements.</p> <p>The school moved out of RAG meetings following LA monitoring during 2020 – 2021.</p>
<p>Improve the proportion of PP pupils who achieve the expected standard in Phonics Screening Check in both Year 2 (December 2020) and Year 1 (June 2021)</p>	<p>The overall pass rate for Year 2 children in December 2020 was 67%. 69% of PP children reached the expected standard which is higher than the average % in North Tyneside. 44% of PP children achieved the expected standard in 2019.</p> <p>The Year 2 children who did not pass in December 2020 completed the retake in June 2021. The overall pass rate was 81%. If the 2 children who are waiting places in specialist provision are removed from the year group total, the pass rate is 88%. Using COVID catch up premium to focus on these children has had an impact. PP pass rate was 77%, an increase of 33% and exceeds FSM6-National for 2019.</p> <p>Year 1 children were not expected to take the PSC in June 2021.</p>
<p>Children's mental health and wellbeing is high priority throughout the school.</p> <p>Ensure that our provision to effectively support the increasing SEMH needs of</p>	<p>Supporting children with SEMH needs remains a strength of the school. The school provides high-quality pastoral support and employs one experienced member of staff to work with pupils and parents around behaviour, inclusion and other social issues. We have three Thrive Practitioners with all CPD up to date to maintain licenses. Support has been strengthened through using some of COVID catch up premium to employ a nurse through a service called My School Health who works</p>

<p>PP pupils is strengthened further.</p>	<p>with individuals/group/whole classes and parents/carers one afternoon per week.</p> <p>The Pastoral Team have also secured external agency support via Outreach, to support identified pupils in schools.</p> <p>In addition to the PSHE and RSE curriculum, enhancements include taking part in well-being week, World Mental Health Day, Anti-Bullying Week and a well-being community event as the children returned to school in March 2021.</p>
<p>Maintain high levels of family support for our families and community is high priority.</p> <p>Increase attendance rates for all PP pupils ensuring a reduction in the number of PP pupils who are persistently absent.</p>	<p>Families continue to be supported and receive effective support from open EHAs or other vehicles to ensure support is given/sourced.</p> <p>At the end of the year 2020/21 9% of PP children were being monitored for their attendance as under 90% with 4% of these PP children under 85%. - The care, guidance and support officer, JL, has well established relationships with the community, which enabled the school to identify families where support can be offered and their openness to share if support is needed, this is particularly true for those harder to reach families. Targeted support and challenge to families to improve attendance and lateness was in place. This was supplemented by a consistent waved approach to getting children who were PP back into school to reduce the risk of further poor attendance and stalling progress.</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
Thrive	Thrive online
Read Write Inc	Ruth Miskin Read Write Inc
BR@P	
Making a Difference to Disadvantaged Pupils Project	