

Percy Main Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	201 (R-Y6 164)
Proportion (%) of pupil premium eligible pupils	8 post LAC 2 LAC Total 118 pupil premium (72%) FSM: 108 children
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 2022
Date on which it will be reviewed	July 2023
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	£142,445
Recovery premium funding allocation this academic year	£14,094 (87 pupils; 1305 total hours; 60% of total expected costs)
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	£156,539

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	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 were 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 the Reception cohort in September 2021 were within the bottom 50%. (32% being PP and 85% of the PP cohort are within the bottom 50%.)
2	Under-developed language and communication skills on entry are still evident through to KS2. Observations throughout school show significant gaps in understanding of tier 2 and tier 3 vocabulary which impacts on comprehension and the ability to articulate creative ideas verbally before writing. Assessments, observations and discussions with pupils indicate that in general this is more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations and discussions suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This also negatively impacts on their development as writers and their ability to spell.
4	SEND: 62% of children with SEND are also PP 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. 18 children in school have a diagnosis of ASD or are on the ASD pathway. 89% of these pupils are PP.
5	PP children are disproportionately affected by SEMH difficulties. Interrupted emotional development of a significant number of children resulting in underachievement in some PP children.
6	There is a gap between PP and non-PP for persistent absence rates. 100% of children who are persistently late are PP.
7	Parental engagement and confidence Some disadvantaged pupils are affected by wider family circumstances, relationships and the impact of Covid 19, which then impacts on their development. Some of these families have engagement with social services or other agencies.

Parents strive to support their children but some report lacking in confidence to offer the correct support, particularly when their children have additional needs.
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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.	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.
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/adaptions, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.	Targeted interventions in place for PP children with SEND which supports children to access the curriculum and make good progress. The additional learning challenge of PP children with SEND is minimised by high 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.

<p>6. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced.</p>	<p>Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.</p> <p>Pupil premium attendance improves with a reduction in the % of persistent absence/lateness for all pupils, but particularly the disadvantaged group.</p>
<p>7. Families have the confidence to seek out advice and support in order to improve their lives.</p>	<p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports with improving parent relationships with the school.</p> <p>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.</p> <p>Parents of PP pupils engage more fully in whole school activities, including workshops.</p>
<p>8. Consistent high quality QFT leads to improved learning outcomes for all PP children.</p>	<p>Continue to embed Rosenshine's principles in practice, exemplified by a whole school approach developed with 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.</p> <p>Progress in writing across school and for targeted groups narrows gaps to be in line with age related expectations.</p>

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: £27,827

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>Launchpad for Literacy</p> <p>Kirstie Page English Hub CPD</p> <p>Purchase WellComm - The complete speech and language toolkit, from screening to intervention.</p> <p>Helicopter Stories/Poetry Basket CPD and resources for all of EYFS</p> <p>Infusing rich vocab into the curriculum CPD</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>Launchpad for Literacy has shown to be a tool to identify and close the gaps within language and literacy. Can be used to support and embed S&L interventions and creates a firm, broad-base of skills in readiness for all aspects of literacy.</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>Infusing rich vocab into the curriculum CPD</p> <p>Subject leader time to develop vocabulary spines of 400 words per year group</p> <p>Language acquisition is prioritised across all lessons and explicit strategies for extending the breadth and depth of vocabulary.</p> <p>Story time to occur daily to broaden the children's repertoire of vocabulary.</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>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 Y3, 4, 5 children</p> <p>Kagan Structures CPD and implementation plan</p>		
<p>3. <i>Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.</i></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 plus replenishing resources</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>Children identified for RWI Fast Track tutoring to receive daily intervention</p>	<p>Research shows that the systematic teaching of phonics is effective in supporting 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>	3, 4, 5
<p>8. <i>Consistent high quality QFT leads to improved learning outcomes for all PP children.</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>Design GPAS assessments for Y2 - Y6 to be used each half term based on our curriculum</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> <p>EEF guidance documents state that fluent writing supports composition because pupils'</p>	8

<p>Use of question level analysis to identify gaps in GPS teaching across key stage 2 and CPD to ensure these are addressed.</p> <p>Reviewing the approach to teaching handwriting and spelling across early years to year 4 in line with national curriculum</p> <p>Embedding early intervention and graduated response for writing with high expectations for all.</p> <p>High quality feedback to ensure next steps in improving writing are clear and rooted in understanding of progression in writing.</p> <p>Ensure a robust strategic approach to monitoring and evaluation of writing across the year by all leaders, including routine moderation.</p> <p>Ensure writing across the curriculum has high expectations and all subject leaders' impact on improving outcomes in writing</p> <p>Improve teaching and learning of grammar, punctuation and spelling so that there are increased opportunities to apply across the curriculum.</p>	<p>cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>EEF recommends spelling should be explicitly taught to support writing. Diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p>	
<p>Staff Professional development ensures that teachers and support staff develop pedagogy and impact positively on pupil progress.</p> <p>Launchpad for literacy CPD (RR/AM)</p> <p>Connect Mental Health Support Team - audit, action plan, implementation and review</p> <p>Autism pilot</p> <p>Inference training cost</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 • reading comprehension strategies +6months progress • oral language interventions +6 months 	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

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

Budgeted cost: £41,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>4. <i>Through appropriate intervention/adaptions, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</i></p> <p>Use of school led tutoring funding allocated to RWI interventions. (HLTA pm sessions)</p> <p>Additional TA to provide reading 1:1/small group interventions for pupils who need intensive support based on assessments</p> <p>SALT/WellComm interventions</p> <p>Becoming 1st Class@Number for Year 1 children</p> <p>Success@Arithmetic for Year 3 children</p> <p>SENCO (Part time salary)</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>2.<i>Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2.</i></p> <p>4.<i>Through appropriate intervention/adaptions, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</i></p> <p>1:1 intervention with TAs trained in SALT/WellComm to improve oracy in school for those children identified.</p> <p>Helicopter Stories CPD and intervention for identified children in Year 1.</p> <p>Use of Launchpad for literacy skills framework to identify and provide targeted support.</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>

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

Budgeted cost: £87,639

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, regulation areas and sensory room:</p> <p>Continue to implement Zones of Regulation as a whole school approach.</p> <p>Working with the Connect Mental Health Support Team to audit provision, develop and implement an action plan</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>Thrive TA HT Thrive ½ day per week</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> <p>NCSE booklet highlights the benefits of well planned sensory spaces: https://ncse.ie/wp-content/uploads/2021/10/NCSE-SensorySpaces-in-Schools-2021.pdf</p>	<p>4, 5, 6, 7</p>
<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>EHAs offered where necessary</p> <p>CGSO to support parents with solihull training modules in school</p> <p>Involvement in the Autism in Schools Project</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>	<p>7</p>

Uniform Shop in school Poverty proofing team involvement		
<p><i>6. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils. PP children who are persistently late are significantly reduced.</i></p> <p>Embed principles of good practice set out in the DfE's Working Together to Improve School Attendance guidance</p> <p>Weekly attendance meetings (Additional admin capacity including SEN support)</p> <p>Attendance CPD for staff (SIMS etc) Working together with the LA attendance team</p>	Ofsted reports show where schools have a robust approach to attendance, clear policy and procedures in place, attendance improves.	6
<p><i>Provision of free breakfast club</i></p> <p>Breakfast club staff salaries</p>	Magic Breakfast found an improvement of up to 2 months progress in pupils who received a free breakfast at school, with improved wellbeing and mental health outcomes.	5, 6, 7
<p>Increase opportunities for cultural capital</p> <p>A programme of enrichment activities (resources to support themed days)</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>	8

Total budgeted cost: £ 157,112

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<p>Secure quality first teaching for all disadvantaged pupils in EYFS to raise attainment in communication and language</p>	<p>EYFS Trends The percentage of children achieving GLD is higher than in 2021 The percentage of disadvantaged pupils in the school reaching GLD is higher than the percentage nationally and the in-school gap compared to non-disadvantaged was one pupil.</p>
<p>Consistent high quality QFT leads to improved learning outcomes for all PP children.</p>	<p>The Principles of Instruction CPD has been delivered over 4 main CPD sessions with opportunities to revisit following monitoring sessions. A Rosenshine Working group was established to reflect on the impact and support other staff members (linked to their PM).</p> <p>Nov 2021 LA Science deep dive - teachers are using a range of strategies to ensure that children learn more and remember more, and the message on retrieval was consistent across all stakeholders with children speaking explicitly about retrieval process and its benefits.</p> <p>Ongoing monitoring reveals that retrieval strategies are an embedded element of teaching practice.</p> <p>Pupils speak highly of the prompt feedback they get from live marking and appreciate their involvement in the process.</p> <p>Ofsted Report March 2022 - The curriculum structure enables pupils to revisit aspects of each subject by building on prior learning. Teachers check in every lesson, in all subjects, what pupils have remembered from previous learning. This helps staff to identify any gaps in pupils' knowledge then adjust tasks to help pupils catch up quickly.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils in KS1 and KS2. Implementation of RWI shows an increase in pupils passing the Phonics Screening Check in Y1.</p>	<p>There has been a 12% increase in year 1 pupils achieving the check since 2019, so that 63% achieved the check compared to 70% nationally.</p> <p>78% of pupils passed the phonics by the end of year 2, where national is 91%.</p> <p>Of the 14 disadvantaged pupils, 71% passed, compared to 78% nationally.</p>

<p>Consistent high quality QFT leads to improved learning outcomes for all PP children.</p>	<p>In KS1 disadvantaged pupils closed gaps in reading on their non disadvantaged peers (N72%) as 64% achieved the standard, compared to 52% of disadvantaged nationally.</p> <p>In KS2 the performance of disadvantaged pupils in the school is in-line with the performance of disadvantaged pupils nationally. Disadvantaged pupils achieved better than their non-disadvantaged peers in school.</p>
<p>Through appropriate intervention, pupil premium children with SEND will make progress from their starting points which matches or exceeds their non-disadvantaged peers.</p>	<p>Progress is variable across the school but generally their progress is not matching or exceeding their non-disadvantaged peers.</p>
<p>Children have a wider variety of strategies and skills for dealing with their emotions and anxieties leading to positive health and well-being.</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.</p> <p>The Pastoral Team have also secured external agency support via Outreach, to support identified pupils in schools. In addition to the PSHE and RSE curriculum, enhancements include taking part in well-being week, World Mental Health Day and Anti-Bullying Week.</p> <p>7 staff have completed the MHFA training which has strengthened provision.</p> <p>Zones of regulation work is being implemented but not embedded.</p>
<p>Families have the confidence to seek out advice and support in order to improve their lives.</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>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.</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	
Launchpad for literacy	Kirstie Page