

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 | Poulton St Chad's CE Primary School |
| Number of pupils in school | 244 |
| Proportion (%) of pupil premium eligible pupils | 9.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 to 2024-25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Nicole Bitsakaki Headteacher |
| Pupil premium lead | Suzanne Shrewsbury Assistant Headteacher |
| Governor / Trustee lead | Kathryn Miller |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 39,590 |
| Recovery premium funding allocation this academic year | £ 8,100 |
| 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 | £ 47,690 |

Part A: Pupil premium strategy plan

Statement of intent

At Poulton St Chad's CE Primary School we want to ensure the best outcomes for all our pupils, regardless of their start in life – we feel that every child deserves the best education in order to broaden the opportunities that life can offer them. We recognise that children do not all have the same start in life, and it is important that we understand that and we are thankful that Pupil Premium funding is in school to enable us to level the playing-field by providing disadvantaged children with extra support, be it in the classroom or in the wider curriculum. It is our aim to ensure that disadvantaged pupils are given the same opportunities as their non-disadvantaged peers, and that because of this, they are able to make progress in line with their peers, given their individual starting points.

As with all children, we will ensure that quality-first teaching is at the heart of what we do, that disadvantaged children are presented with high quality learning opportunities on a daily basis, designed to ensure that progress is made at each part of the learning journey. We are blessed to have the support of a high standard of teaching assistants in our school, and they are very adept at tailoring the learning for those children who are disadvantaged.

We also recognise that some of our pupils are vulnerable, that they may take on more roles at home than their peers may, and that they may not have the same level of support from home that other children benefit from. We ensure that we are providing these pupils with the nurture that they require, as well as any educational intervention that may be necessary.

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, given their individual starting points,*
- act early to intervene at the point need is identified, and*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations 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 | Attendance of disadvantaged pupils – also lateness of these pupils. This leads to lost learning time and issues with gaps in learning due to absenteeism. |
| 2 | Lack of parental support with regards to home learning and tasks to be completed at home, such as home reading. |
| 3 | Issues with social, emotional and mental health – there has been a marked rise in parents coming into school looking for help and support for pupils who are starting to struggle with their emotions. |
| 4 | Lack of ambition in some disadvantaged children – they have low self-esteem and this can lead to issues with setting themselves low goals to achieve, rather than setting themselves high goals to strive for. This can also be echoed by parents, especially if they were caught in the disadvantaged cycle when they were younger. |

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 |
|---|---|
| To monitor attendance/punctuality of pupils on PPG. | Attendance and punctuality is improved and children are in school, ready to learn. Parents start to understand the importance of children being in school at the correct time. |
| To monitor the progress made by pupils in receipt of PPG, given their individual starting points. | Class teachers are more alert to the children in their class who are in receipt of PPG, so that they, and the class TA, can ensure that these pupils receive the intervention they need in order to make progress. Individual starting points will be identified and progress will be monitored from these. Progress is shared with Headteacher during termly Progress Meetings. |

| | |
|---|--|
| | This will ensure that children in receipt of PPG will not fall behind during any periods of remote learning. |
| To monitor the quality of provision in class for pupils with PPG. | Class teachers/SS to discuss the impact the work/interventions planned, and identify any gaps that need extra attention. This will ensure that the completing of PPEPs is not merely a paperwork exercise. |
| To oversee the provision of the wider curriculum to pupils in receipt of PPG. | Pupils in receipt of PPG will have the opportunity to experience clubs/sports/music activities that they may not have the opportunity to experience without the PPG. |

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: £725

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Individual training for Family Support Worker – Drawing and Talking Therapy training (£225)</i> | <p>One in 10 children have a diagnosable mental health problem - according to a recent report by think tank, CentreForum - that's the equivalent of three in every classroom and around 720,000 children across the country. One of the organisations flying the flag for early intervention is Drawing and Talking, which provides low-cost training courses to adults, teaching them a short-term intervention therapy method for use with children who are on the waiting list for CAMHS or other external agencies, or for those who are beginning to show signs of anxious-avoidant insecure attachment.</p> <p>www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</p> | 1, 3 |
| <i>Staff training on writing effective targets for children on IEPs/PPEPs (staff meeting time, no cost)</i> | <p>Around 12% of pupils in primary school are on SEN support (DfE, 2016). SEN support is the term given to children and young people who have been identified with special educational needs or disabilities (SEND) and require support, but who do not have an EHC plan or statement of SEN. Almost all children on SEN support are educated in mainstream schools rather than special schools or units. This research looks at the information available about how effective IEP targets can be if written correctly.</p> <p>'SEN support: A rapid evidence assessment Research report' – DfE July 2017.</p> | 2, 4 |
| <i>NELI training for EYFS staff (£500 supply costs)</i> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 2, 3 |

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

Budgeted cost: £37,577.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>In-class interventions, as identified by classroom teachers, and carried out by teaching assistants on a regular and consistent basis.</i></p> <p><i>This will also include disadvantaged pupils being given 1:1 tuition from an external provider, making good use of our allocated recovery funding. (£18.50 per hour, plus on-costs = £120.25 per day)</i></p> | <p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1, 2, 3, 4</p> |
| <p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance (Ready to Progress documents are to be used to ensure that key skills in previous years are embedded).</i></p> <p><i>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).</i></p> <p>£1600</p> | <p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>1, 2, 4</p> |
| <p><i>Additional phonics sessions targeted at</i></p> | <p>Phonics approaches have a strong evidence base indicating a positive</p> | <p>1, 2, 4</p> |

| | | |
|---|---|-------------|
| <p><i>disadvantaged pupils who require further phonics support. These will be in place for children up to Year 3 (those who failed their Year 1 Phonics Test last year).</i></p> | <p>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</p> | |
| <p><i>Purchase of Times Tables Rockstars for our Year 4 pupils</i> £167.90</p> | <p>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)</p> | <p>2, 4</p> |
| <p><i>Purchase of Accelerated Reading/Star Reading (online resource) to be used as our reading scheme tracker and to engage parents into monitoring the progress of their children.</i> £1750</p> | <p>‘Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school. A well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula, and easy access to computers with internet connection, are the main requirements for successful implementation. Pupils at very low levels of reading may not be independent readers and would need initial support from teacher to start reading books. Schools can lead robust evaluations of their own planned interventions, under favourable circumstances, and with some advice and oversight from expert evaluators.’</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> | <p>2, 4</p> |

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

Budgeted cost: £ 9387.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Family Support Worker to work with office staff to identify persistent absenteeism in children in receipt of PPG. Family Support Worker to contact families and work with them to improve attendance and therefore improve progress.</i></p> <p>£7500</p> | <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 4</p> |
| <p><i>A new Behaviour Policy has been written in conjunction with our School Council, staff and governors – this promotes a positive approach to behaviour whilst also recognising that low-level behaviour can be a barrier to learning and therefore addressed straight away.</i></p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>2, 3, 4</p> |
| <p><i>PPG has been used to subsidise residential trips to support the health, wellbeing, attendance and self-esteem of our disadvantaged pupils.</i></p> <p>£400</p> | <p>‘Field trips offer an opportunity to motivate and connect students to appreciate and understand classroom concept, which increase a student’s knowledge foundation, promoting further learning and higher-level thinking strategies. With understanding comes confidence and intrinsic motivation.’</p> <p>A Review of Research on School Field Trips and Their Value in Education – M. Behrendt and T. Franklin (2014)</p> | <p>2, 3, 4</p> |
| <p><i>We buy into Lancashire Music Service’s Wider Opportunities Scheme so that every child (in one chosen year group) can have a dedicated lesson each week to learn how to play in a Samba band. This enables our disadvantaged pupils to experience music-making</i></p> | <p>‘There was a reported positive impact on social, musical and personal skills. Students’ comments on the social benefits they gained from music making were mostly associated with their enjoyment of interacting with like-minded people in a friendly and relaxing environment. The development of musical skills was particularly valued as a significant benefit of making music in groups. The most important finding was</p> | <p>1, 2, 3, 4</p> |

| | | |
|--|--|--|
| <p><i>together and will hopefully show them how exciting it can be to learn how to play an instrument, and how group music-making is good for self-confidence and self-esteem.</i></p> <p>£1487.50</p> | <p>the perceived impact of music making in students' personal lives in both the short term and long term.'</p> <p>The perceived benefits of participative music making for non-music students: a comparison with music students. D. Kokotsaki and S. Hallam (2011)</p> | |
|--|--|--|

Total budgeted cost: £47,690

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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 |
|-----------|----------|
|-----------|----------|

| | |
|---|------------------------------|
| National Tutoring Programme | Vision for Education |
| Sports Provision Reading Intervention Maths Intervention Healthy Heads | Fleetwood Town Football Club |
| Times Tables Rockstars | Maths Circle Limited |
| Accelerated Reading/Star Reading | Renaissance Learning |

Service pupil premium funding (optional)

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Music lessons for three pupils. |
| What was the impact of that spending on service pupil premium eligible pupils? | They were happy to learn an instrument and enjoyed learning as part of a small group. |