

Pearl Hyde Pupil Premium Grant, Recovery Fund and School Led Tutoring Strategy Statement (primary)

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	Pearl Hyde Primary School
Number of pupils in school (YR – Y6)	265
Proportion (%) of pupil premium eligible pupils	30 (11%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	
Date on which it will be reviewed	Sep 2022
Statement authorised by	Headteacher
Pupil premium lead	Headteacher / SLT

Governor / Trustee lead	Melanie Mendez Smith
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,497 30 children (11%)
Recovery premium funding allocation this academic year	£4,350
School led tutoring	£3,645 17 children (7%)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Catch up premium funding carried forward from previous year	£15,985
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	£ 68,477

Statement of intent

Any effective Pupil Premium strategy will recognise that there is no “one size fits all” approach. The experience of DA students and their families are wide ranging and therefore the priority for Pearl Hyde Community Primary School is to create a bespoke package of support that adapts to fit the needs of every PP student in the school.

Our ultimate objectives are:

- 👤 Attainment gap between PP and non-PP children narrows.
- 👤 For all disadvantaged children at Pearl Hyde Community Primary School to make or exceed nationally expected progress rates.
- 👤 To ensure that DA children have the “time of their lives” at Pearl Hyde Community Primary School by supporting their emotional and physical health and wellbeing, raising aspirations, providing access to cultural capital through enrichment and activities and increasing readiness for life outside the world of education.

Concerted efforts are made to build strong relationships with the children and their families, to understand the challenges they face and to respond accordingly; always seeking to support the ‘whole child’. We achieve this through robust assessment and analysis of outcomes both formally and informally allowing us to accurately track progress, behaviour and attendance.

We use this information and understanding to raise the profile of DA children across the school which in turn ensures that all members of staff are working towards the common goal of closing the gap between DA and non-DA students.

We know that quality first teaching is the best tool for increasing outcomes for DA children and we remain committed to ensuring that an effective teacher delivers quality first teaching to each class. We have an exciting programme of CPD in place, every member of the team is supported to keep improving.

Learning is sustained through a comprehensive programme of academic support and interventions. Small group intervention, tutoring and access to technology, 1:1 tuition, are all key parts of our Pupil Premium strategy. Curriculum Support staff are deployed to effectively pre-teach and/or re-enforce any pre or new learning for DA children and especially those in the DA/SEN crossover group.

The school Learning Mentor works closely with DA children and their families with special focus made on supporting children’s wellbeing, increasing attendance and improving behaviour where needed.

We are confident and wholly believe that all these strategies enable us to close the attainment gap and allow every DA child to flourish during their time at school.

Challenges

This details the key challenges to achievement and the desired outcomes we have identified among our disadvantaged children

Barriers to future attainment (for children eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A | Increased in year transience across the school, alongside the legacy of COVID-19 is demonstrating that a proportion of children eligible for PP who were not in school during lockdown (12/34) are in some cases significantly below expected from their starting points. |
| B | Raising the profile of PP children across the school to help improve the outcomes of PP students. |
| C | Lack of aspiration and drive for some children eligible for PP, whose first language is English, is impacting on learning and progress. |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D | Attendance rates for pupils eligible for PP is a challenge. This has been impacted on greatly during COVID19 due to high anxiety rates in this group. This reduces their school hours and causes them to fall behind on average. |
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Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A	A significant proportion of DA children to make or exceed nationally expected progress.	21/22 results data to show that DA cohort is on a positive progress trajectory.
B	A significant proportion of DA children will be able to contribute confidently to the life of the school.	DA children are proportionally represented in school events, whatever they are
C	Increase amount of DA children accessing extra-curricular and enhanced provision.	A greater number of DA children – particularly in UKS2 – can articulate aspirations and goals.
D	Increased attendance rates for children eligible for PP.	Reduce the number of persistent absentees among children eligible for PP to 10% or below. Overall PP attendance 96% in line with 'other' pupils.

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.

Total Budgeted Cost: £68,477

Teaching (for example, CPD, recruitment and retention)

Activity	What is the evidence and rationale for this choice?	Challenge addressed

<p>Programme of high quality CPD to further develop quality first teaching to include sessions specifically addressing strategies to support PP learners.</p> <p>Whole school focus on QFT.</p>	<p>“Quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” –</p> <p>EEF Guide to Pupil Premium EEF T+L Toolkit – Feedback +6 months EEF T+L Toolkit – Homework +5 months EEF T+L Toolkit – Metacognition and Self-Regulation +7 months</p> <p>Pearl Hunts linked to Instructional coaching implemented across the school.</p>	<p>A, B</p>
<p>CPD on providing stretch for high attaining pupils.</p>	<p>WBR Middle ability children eligible for PP alongside are making less progress than other middle attaining children in all key stages and specifically Y2 in writing.</p> <p>We want to ensure that PP children can achieve high attainment across the curriculum</p>	<p>A, B</p>
<p>£13,277</p>		

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

Activity	What is the evidence and rationale for this choice?	Challenge number/s addressed
<p>121 and intervention group provision for Early Language skills-based Intervention for children in Reception.</p>	<p>Children identified as requiring targeted support to learn and apply phonic knowledge This intervention has impacted on improving oracy and speaking and listening skills in school in previous years.</p>	<p>A, B</p>

Intervention groups in KS1 and Y3 in phonics	Children have not secured phonics skills in Y3 Children have not been exposed to phonics the usual teaching and learning environment due to lock down in KS1	A, B
2 days per week intervention group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	A, B
1:3 tutoring through the National Tutoring program	1/3 of allocated children identified for intervention are PP This is to ensure those children near to expected are able to attain this	A, B, C
Employment of a Learning Facilitator	Low attainment in Y2 for WBR girls required additional consolidation, pre teaching and over teaching	A,B,C
Maths Club	Data analysis informs the children who attend maths club to narrow the gap in achievement of PP and Non-PP children	A, B, C
Daily intervention group targeting writing skills shred between QFT and HLLF	PP children identified in Y2 as requiring specific intervention to improve outcomes in writing	A,B, C
CGP exercise books for all KS2 children to use at home to consolidate taught in school	These text books are a valuable tool for children to revisit learning and revise what they have learned at home	A,B,C
£35,000		

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

Activity	What is the evidence and rationale for this choice?	Challenge number/s addressed
Increased attendance rates	Attainment for children cannot be improved if they are not physically in school	D
<p>Low level behaviour in specific year group.</p> <p>Identify a targeted behaviour intervention for identified students.</p> <p>Use the Learning Mentor to engage with parents / carers before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours.</p>	Research demonstrates that targeted interventions matched to specific children with particular needs or behavioural issues can be effective.	B, C, D
£20,200		

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.

September 2021 saw the end of the previous Pupil Premium Strategy Plan and the result of this was a mixed picture. The 20/21 PP Cohort outcomes at KS1 were above non-PP in writing and maths and in line with non-PP in reading. Outcomes in Y6 were above for DA children in reading and below non-DA in writing and maths. The attainment gap between DA and Non-DA is specific to each cohort. It has widened in the outgoing Y6 cohort. The unprecedented COVID-19 crisis disproportionately affected DA students and their families thus negatively affected the progress of this group of children. Reducing the gap where it is of concern in year groups is a whole school priority and the new PP strategy will aim to close this. Other metrics showed some positives across the year 21/22. Although difficult to track last year, over the summer term PP attendance improved and persistent non-attendance decreased. Behaviour also improved across the summer term. More funding than ever was allocated towards supporting PP families by removing financial barriers to learning leading to positive parent/ carer engagement. The community was more aware of what support was available resulting in more communication with the school where any support was required. A range of wider strategies were instigated as we moved towards the end of the academic year designed to enable access to enrichment and support the social and emotional health of DA students. This strategy document sets out how we can continue to make adjustments and improvements forward in these areas.