

# Pupil premium strategy statement – Pearl Hyde Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	16.12.22
Date on which it will be reviewed	1.12.23
Statement authorised by	C. Denton
Pupil premium lead	Headteacher
Governor / Trustee lead	Melanie Mendez Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 45, 705
Recovery premium funding allocation this academic year	£ 4, 785
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 985
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 51, 475

# Part A: Pupil premium strategy plan

## Statement of intent

Pearl Hyde community Primary school currently serves 287 children, 34 of whom are Pupil Premium. At the core of our school values is a determination to raise standards and aspirations for all children particularly those from the most challenging backgrounds or with additional vulnerabilities. This Pupil Premium strategy is underpinned by research from the Education Endowment Fund to ensure that funds are spent in ways that have the most impact on our pupils. We have taken the time to study data examining the attainment, attendance and participation of Pupil Premium children. This has led us to formulate the overarching objectives as set out below:

- To raise the attainment of PP children to be in line with non-PP children in English and Maths.
- To raise aspirations and improve the cultural awareness of PP children.
- To ensure PP children have appropriate representation and are able to participate in all the opportunities school provide to enhance the personal development of our pupils.

In order to achieve the objectives 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
- Ensure PP children have an increased opportunity to participate in after school clubs and school trips

Crucially we know that high quality, first wave teaching is proven to have highest impact on pupil outcomes. This is why we are continually improving the quality of teaching in our school by working with our partner schools as part of Finham Park Multi Academy Trust. Specific strategies such as Instructional Coaching and Responsive Teaching programmes for teachers have allowed a bespoke programme of improvement for Pearl Hyde School as a whole and for each individual teacher dependent on need.

This plan includes the expenditure for the National Tutoring Programme and how we will target learners whose education was the most effected by COVID-19 Pandemic. 60% of children who receive tutoring are PP children.

We have utilised data to understand the common factors that may affect Pupil Premium children so that we are vigilant and prevent gaps in attainment or social barriers

forming however, we feel strongly that there is not a one size fits all approach. The staff at Pearl Hyde have an extensive knowledge of each individual child, working with families to understand their needs and how we can overcome them together.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
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.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has impacted on the standards of behaviour in school.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing, reading and in some cases maths.
4	Our attendance data is not yet in line with national figures. A focus on improving this is a whole school priority. PP children will be a particular focus for support ensuring that non-pp children and pp children are in line and figures for all children indicate they are in school more often.
5	Out hours learning attendance data indicates that while some PP children attend many clubs are heavily involved in school life some do not participate in any. Further work needs to be done to ensure that PP children have the opportunity to join clubs and that barriers are overcome on a child by child bases.

## 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
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Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among pupils.	<p>The year 1 phonics screening results will improve from 57% to be in line with national data for all children.</p> <p>KS2 reading outcomes in 2024/25 show that reading results are in line with the national average.</p> <p>Children and parent opinion of reading and reading at home will improve to support attainment, a lifelong love of reading will be created which is a key predictor of future success.</p>
Improved writing attainment among pupils.	Writing attainment will improve in all year groups. KS1 writing outcomes in 2023 will rise to be in line with national. In KS2 in 2023 results will improve and will be in line with national by 2024.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents as measured in CPOMS</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>A rise in attendance figures to be in line or above national as the national figure also improves over time.</p>
To increase the number of PP children participating in out of hours learning, residential and other enhancement activities	The percentage of PP children participating in clubs will represent the number of PP children in school or be higher. Clun registers will show this.

## 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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Ensure fidelity to the <a href="#">DfE validated Systematic Synthetic Phonics programme</a> we have at Pearl Hyde- RWI by purchasing training for all staff as well as regularly coaching and monitoring phonics teaching in school.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Implement a whole school approach to</p>	<p>Comprehension approaches have an high impact on outcomes for children (6+ months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	3

the teaching of comprehension	<a href="#">evidence/teaching-learning-toolkit/readingcomprehension-strategies</a>	
Continue to train staff to use the Talk For Writing scheme with accuracy and fidelity	TFW has been chosen due to it's emphasis on improving oral skills as well as it's focus on modelling and supported practice. Two named strategies by the EEF in their improving literacy in KS2 summary. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/literacy-ks2/EEF-KS2-lit-2nd-Recommendationsposter.pdf?v=1672645296">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/literacy-ks2/EEF-KS2-lit-2nd-Recommendationsposter.pdf?v=1672645296</a>	3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as instructed by RWI professionals.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3

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

Budgeted cost: £8,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training for staff to develop and implement new procedures. The learning mentor and leadership team will need time to work together.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	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.	All

**Total budgeted cost: £51, 475**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.