

High Ercall Primary School

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
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	13.1% (PPG plus service) 10.3% (PPG) 2.8% (Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-24
Date this statement was published	28 th September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Sarah Roberts
Pupil premium lead	Sarah Roberts
Governor / Trustee lead	Jan Meredith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,873 (not confirmed)
Recovery premium funding allocation this academic year	£1087.75
Tutor led grant funding allocation this academic year	£2598.00
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	£798,161

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Low reading engagement at home – with often poor literate environment at home. Children do not read regularly at home with an adult and there is often not much access to reading material other than what is sent home from school.
2	Poorer vocabulary and breadth of vocabulary knowledge. This is evident in the spoken language and in the use of vocabulary amongst the older children.
3	Weaker phonemic knowledge – more children in receipt of PPG have come into school with weaker phonemic knowledge or not at the stage ready to learn phase 2 phonemes.
4	Progress in reading and writing is slower than progress in mathematics – often because of the difficulties identified above.
5	The proportion of pupils children with PPG funding who are at ARE is lower than pupils not in receipt of PPG funding.
6	Specific pupils with lower attendance rates – this does not apply to all PPG children but certain pupils within this group.
7	Lower emotional resilience and fear of failure for some pupils – especially boys.

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
Children with receipt of PPG funding will read regularly individually in school to improve reading fluency and stamina	All children will be allocated additional reading to an adult on intervention planning. Children on colour coded bands will make evident progress through the bands. Progress in fluency and automaticity will be evident for the younger children where this was a difficulty.

	<p>Precision Teaching techniques will be used for identified pupils to improve automaticity.</p>
<p>Children will make good progress with phonics – where phonics was poor and below age related expectations.</p>	<p>There will be additional small group and 1:1 teaching for identified children.</p> <p>Targeted children will make notable progress.</p> <p>There will be identified phonemes taught in Year 3 and Year 4 as required to support those children with gaps in their knowledge.</p> <p>Precision Teaching will be used as an intervention to target phonemes and decoding for individual pupils.</p>
<p>Children will use a wider vocabulary in speaking, reading and writing.</p>	<p>Vocabulary ninjas will be taught within VIPERS for reading in KS2.</p> <p>Identified children will use 1:1 and 1:2 interventions as the 'word aware' approach to explicitly teach new words.</p> <p>It will be evident in writing that children are using taught vocabulary and making adventurous choices with words.</p>
<p>Children with PPG funding will make accelerated progress in order that more children are working at ARE.</p>	<p>School led tutoring funding will be used for 1:1 and small group tutoring with a focus on writing for pupils with PPG funding.</p> <p>Intervention planning will focus on the progress of pupils in receipt of PPG – specific targets to improve attainment.</p>
<p>Targeted pupils will show an improvement in attendance percentage and it will be above 90%.</p>	<p>Attendance will be monitored daily and notes made for individuals who are absent.</p> <p>Half termly monitoring of all pupils – identify concerns and contact parents by letter for a meeting. Follow up with support and also follow LA protocol.</p>
<p>Targeted pupils will show a positive attitude to learning and peers.</p>	<p>Attendance will be good for these pupils.</p> <p>Children will engage positively with their learning and social activities.</p> <p>Children will take up a club after school to support social development</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:

Staff PD / extra training days - £2160

Educational Psychology time – staff training and observation in school to support £1200

Staff release for observation - £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all school staff with the Educational Psychologist – Individual support for Class teachers</p>	<p>Using the EEF pupil premium guide, it is clear that investing in clear staff training to support quality interventions is key.</p> <p>1:1 class teacher meetings with EP to talk about teaching and learning for individual pupils and especially PPG children with progress concerns. Use for intervention planning.</p> <p>Ensure Precision Teaching training for new staff as necessary. Use staff within school to upskill new staff in the strategy.</p> <p>ASD training for the whole school – to support with strategies for teaching and learning and support in the learning environment. This will target certain PPG children with SEND, even without ASD diagnosis, as strategies will support progress.</p>	<p>1,3,6,7</p>
<p>Teaching staff and TA staff CPD focusing on pedagogy.</p>	<p>Continue using Teaching Walkthrus – which is a text of instructional coaching based upon research from a range of educational experts.</p> <p>The instructional coaching model uses a modelled approach to improve teaching and learning. It uses observations, 3 way feedback and peer supported reflection to improve a chosen aspect of teaching and learning.</p> <p>School focus on 'Pitch up' as a technique identified through the RADY principles established last year.</p>	<p>4,5,7</p>

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

Budgeted cost:

1:1 teaching with qualified teacher – 4 afternoons a week: £4680 (HLTA pay scale)

TA intervention time, including 1:1 support: SP, JA, VJ (pm) – £15,438

HLTA intervention time: 1 afternoon a week: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring and small group tutoring	<p>1:1 tutoring is shown to have high impact for moderate cost in EEF research.</p> <p>This is additional and linked to normal lessons and there is close liaison with teaching staff.</p> <p>Led by qualified teachers who know the children and have previously worked in the school.</p> <p>High quality feedback to staff with regards to progress. This is also proven to have a high impact on learning.</p>	1,2,3,7
1:1 and small group TA intervention	<p>TA intervention highly planned in across school to include daily reading, precision teaching, additional phonics teaching in small groups.</p> <p>Small group tuition is shown to have moderate impact for relatively low cost. In school we used experienced TA staff who know the children well and know the gaps in attainment.</p>	1,2,3,7

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

Budgeted cost:

Clubs: £392 per term (based on take up Aut 2) - £1960

Emotional health training – grant funded from DFE

Lunchtime supervisor – 3 x weekly £751

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to school clubs for pupils with PPG funding.	Engagement in sport, and other activities which encourage interaction between peers support social and emotional wellbeing of pupils,	6,7

	particularly those with a higher degree of mobility.	
Staff CPD to support emotional health and wellbeing. Teacher attendance at LA Future In Mind Project	<p>EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Wellbeing Warriors in school – peers to be trained in supporting each other and identifying when to involve an adult</p> <p>Pastoral lunch club – 3 x a week</p> <p>playtime support with games to involved those children who find playtimes difficult.</p> <p>Allocation of responsibilities in school – library, lunchtime helpers to engage children, give responsibility at certain times of the day including lunchtimes.</p>	6,7

Total budgeted cost: £28,389

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.

Allocation for 2021-22

Detail	Amount
Pupil premium funding allocation this academic year	£26,345
Recovery premium funding allocation this academic year	£1087.75
Tutor led grant funding allocation this academic year	£1215.00
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	£725,253

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Children with receipt of PPG funding will read regularly individually in school to improve reading fluency and stamina</p> <p>Children will make accelerated progress with phonics – where phonics was poor and below age related expectations.</p>	<p>1:1 reading daily</p> <p>Precision Teaching for phonics and automaticity of key words.</p> <p>Phonics 1:1 intervention.</p>	<p>Records of Precision teaching show a good impact of teaching and records of phase 2,3,4 knowledge of phonemes show good progress from starting points.</p> <p>Reading progress also shows a good level of progress from starting points.</p> <p>Children with PPG funding in Year 6 all achieved EXS in reading in line with peers and showing accelerated progress.</p> <p>LSAT reviews of PPG children with SEND showed impact of PT and 1:1 interventions even where phonics test not passed.</p>	<p>Using Pitch up techniques – review carefully the children who repeat aspects of phonics teaching and learning. Can pre-post teach of T&L support better progress than full review.</p> <p>Focus support for PPG children not passing phonics test to ensure pass during Year 2.</p> <p>Continue to use Precision Teach across school as an intervention. Also ensure pre and post teach is used.</p>
<p>Children will use a wider vocabulary in speaking, reading and writing.</p>	<p>VIPERS as a whole class teaching initiative.</p> <p>Word aware as appropriate</p>	<p>Writing books for PPG children show an improving use of vocabulary especially in KS2 where VIPERS and vocabulary NINJA is supporting this. Exposure to more challenging texts across KS2, even where the reading age might have been higher than that of individuals, has shown to have a positive impact on all pupils.</p> <p>1:1 tutoring notes and outcomes also show progress in writing and choices of vocabulary.</p>	<p>Continue to focus some of the 1:1 tutoring on writing and supporting the editing process to improve written outcomes.</p> <p>VIPERS will continue and all children will access whole class teaching of high quality and challenging texts to expose all children to this vocabulary.</p> <p>Increased emphasis across school on vocabulary - with displays for vocab to be evident in classes.</p>
<p>Children with PPG funding will make accelerated progress in order that more children are working at ARE.</p>	<p>School led tutoring funding will be used for 1:1 and small group tutoring with a focus on writing for pupils with PPG funding.</p> <p>Intervention planning will focus on the progress of pupils in receipt of PPG – specific targets to improve attainment.</p>	<p>Children in Year 6 – PPG and other pupils including SEND – made accelerated progress to achieve at least EXS in all subjects. End of KS results well above national and include pupils with a range of needs.</p> <p>Some PPG children made accelerated progress during the year to be at or near to ARE. Some focus children made good progress but not yet at ARE – for a range of reasons including attendance below or SEND.</p>	<p>Continue 1:1 tutoring.</p> <p>Increase pre and post teach in phonics. Focus on Year 2 pupils not achieving phonics test.</p> <p>Changes in phonics teaching and learning and reading in KS1 will support reading accuracy and automaticity.</p>
<p>Targeted pupils will show an improvement in attendance percentage and it will be above 90%.</p> <p>Targeted pupils will show a positive attitude to learning and peers.</p>	<p>Attendance monitoring</p> <p>1:1 meetings and support with EWO.</p> <p>Pastoral lunch club.</p> <p>Offer of after school club to all PPG FOC.</p>	<p>Pastoral lunch club has supported individual pupils and groups of children to ensure successful lunchtimes and support as needed. Children have enjoyed looking after the new school garden, and taking up roles such as lunchtime helpers.</p> <p>After school club offer has been taken up by all pupils during the year.</p> <p>Attendance: the majority of targeted pupils showed an improvement in attendance by the end of the year.</p>	<p>Continue work with new LA EWO to support families. Use data to identify pupils to target immediately in September and engage other services as needed.</p> <p>Continue to offer clubs to all PPG children and contact individually as required to encourage take up, including those on school transport.</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
White Rose mathematics	White Rose
Ed Shed	Ed Shed
Lucid rapid	GL assessment
My maths	OUP
Bug Club phonics	Pearson
Times Table Rock Stars	Maths Circle
Read Theory	