

High Ercall Primary School

Pupil Premium Strategy Statement 2023 update

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 23-24

Detail	Data
Number of pupils in school	146
Proportion (%) of pupil premium eligible pupils	12.3% (PPG plus service) 18 6.8% (PPG) 10 5.4% (Service) 8
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Roberts
Pupil premium lead	Sarah Roberts
Governor / Trustee lead	Jan Meredith

Funding overview 23-24

Detail	Amount
Pupil premium funding allocation this academic year	£26,725 (not confirmed)
Recovery premium funding allocation this academic year	£2175
Tutor led grant funding allocation this academic year	£877.50
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	£845,609

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 engagement in schooling – with often a poor literate environment at home. Children do not read regularly at home. Some parents engage less in general with school and so may not attend workshops or parent meetings to find out about how to support their child. Parents may have had a negative personal experience with 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	Some underlying SEND needs including weaker phonemic knowledge / understanding – 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. Some PPG children take longer to pass the phonics test and need precision teaching and other intervention to support progress.
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.

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.

	<p>Progress in fluency and automaticity will be evident for the younger children where this was a difficulty.</p> <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. 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>Engagement with some parents will improve.</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>

	<p>Parents will attend certain events in school including parent meals.</p> <p>High level of daily engagement with certain parents to build relationships with all staff – through chats on drop off, check ins about broader family.</p>
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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
CPD for all school staff with the Educational Psychologist – Individual support for Class teachers	<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 / Direct Instruction training for new staff as necessary. Use staff within school to upskill new staff in the strategy.</p> <p>Further 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>	1,3,6,7
Teaching staff and TA staff CPD focusing on	Continue using Teaching Walkthrus – which is a text of instructional coaching	4,5,7

pedagogy including adaptive teaching and improving impact of interventions	<p>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>	
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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 £500.67

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, particularly those with a higher degree of mobility.	6,7
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. Release for Mental Health lead (LDA) to provide weekly 1:1 sessions</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 WG – 2 x a week playtime support with games to involved those children who find playtimes difficult. Purchase social skills resources to support</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: £28,139

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 2022 to 2023 academic year.

Allocation for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£26,873
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

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>KS2 writing scores (87% ARE / 26% GD) and reading (83% / 43%) reflect positively the impact of both high quality initial teaching and intervention for editing and progress. Reading GD is an increase on 2021-22</p> <p>Phonics scores reflect good progress from all Year 2 pupils - of the 5 who did not pass in Year 2 - 2 have now achieved a pass including pupil who is looked after, and the other 2 show a considerable improvement even if not yet at ARE. SEND pupil who was disapplied last year because he was not yet able to access scored 30 marks - only 2 below the pass mark.</p>	<p>Ensure that coaching is planned in carefully to ensure sufficient tie allocated to this.</p> <p>Focus support for PPG children not achieving ARE in reading to continue - ensure that they have had access to phase 6 as Year 3s.</p> <p>Continue to use Precision Teach across school as an intervention. Also ensure pre and post teach is used. Ensure staff training with PT and direct instruction</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 - shown in the high proportion of pupils achieving GD in reading - 43% and the high proportion of pupils achieving ARE in writing compared to national (87% school - 71% national)</p> <p>1:1 tutoring notes and outcomes also show</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 from Year 2 upwards.</p> <p>Monitor progress of Year 3 children not at ARE in writing - as this was below national and below data in 2022.</p> <p>Continue focus of interventions, tutoring and adaptive teaching to meet the needs of those children not at ARE. Ensure IPM as appropriate.</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. These pupils did not achieve ARE in Year 2 writing or reading.</p>	<p>See above re Year 3 pupils.</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>Offer of after school club to all PPG FOC.</p>	<p>Attendance for the whole year remains above national. Attendance monitoring is successful and rigorous. Most pupils at or below showed an improvement through the year - or there was a further reason.</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>
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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	