

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Peartree Spring Primary School
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Teresa Skeggs Headteacher
Pupil premium lead	Maria Newhouse Deputy Headteacher
Governor	Angharad Paterson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,235
Recovery premium funding allocation this academic year	£22,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£241,275</b>

# Part A: Pupil premium strategy plan

## Statement of intent

It is our curriculum intent to foster a life-long love of learning and to spark a never-ending fire in the minds of our children to find out more, always. We want our children to learn facts, skills and knowledge that will empower them for their whole lives, to believe that they have the inner strength to do anything they set their hearts on and to equip them with the skills and mind-set to achieve great things, irrespective of their background or the challenges they face. We have developed a curriculum that is driven by rich texts, aspirational figures, real-world experiences and cultural engagement because we believe that these are the things that inspire our children to be excellent learners and successful, contributing members of the community. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High quality first teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our strategy is integral to wider school plans for education recovery due to COVID 19.

## Challenges

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

Challenge number	Detail of challenge
1	<p>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.</p> <p>Baseline assessments show that 75% of Pupil Premium children in Reception are working below the expected standard compared to 52% of Non-Pupil Premium children.</p>
2	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils due to the pandemic. A lack of enrichment opportunities during school closures have particularly affected disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 25 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>

3	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3 – 4% lower than for non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in Reading, Writing and Maths.
5	Our data shows that 64% of our Pupil Premium children are also on the SEND register. This means that this group of children are multi-vulnerable and learners from these groups may face a range of barriers to achieving their potential and will require different solutions and support targeted towards meeting each of their individual needs.

## 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 improve outcomes for disadvantaged pupils so that they achieve in line with other groups	<ul style="list-style-type: none"> <li>• Data set will show improved outcomes for all vulnerable groups – July 2021</li> <li>• Appropriate interventions will be used and improve outcomes</li> <li>• Interventions will be monitored for impact and changed accordingly.</li> <li>• Increased awareness/knowledge/skills for all support staff to promote positive outcomes</li> <li>• Gaps closed through precision teaching using individual technology e.g tablets/chromebooks</li> </ul>
Attendance of disadvantaged children will be 96% or above	<ul style="list-style-type: none"> <li>• Attendance improvement plan which links to the monitoring of PPG pupils</li> <li>• Meetings with attendance lead</li> <li>• Support offered through attendance lead/school family workers</li> <li>• Personalised provision with School Family Workers for self-esteem/anxiety related issues</li> </ul>

	<ul style="list-style-type: none"> <li>• Funded Breakfast Club provision to support families in need</li> <li>• Effective use of intervention time with children in school to access the interventions that they need.</li> </ul>
<p>To embed and monitor post COVID curriculum provision in light of newly vulnerable pupils and gaps in learning this will also include School Family Work</p>	<ul style="list-style-type: none"> <li>• Gaps identified using DFE Recovery curriculum documents.</li> <li>• Curriculum adaptations will meet post pandemic needs.</li> <li>• Systemic application ensures knowledge builds on long-term memory.</li> <li>• Cultural capital relevant for our children including Rights Respecting, Leadership roles, Buddies, local context and engagement, attendance at events and purposeful engagement in the wider/local community.</li> <li>• Children use a range of tools and platforms to access the curriculum both in school and at home</li> <li>• School Family Workers will provide a range of targeted intervention to improve access to learning</li> </ul>
<p>To increase take up of after school extra-curricular activities for pupils eligible for Pupil Premium. To enhance the Cultural enrichment for Pupil Premium pupils to support any missed opportunities due to COVID 19.</p>	<p>Once restrictions allow –</p> <ul style="list-style-type: none"> <li>• Extra curricular activities to be offered at lunchtimes and after school to Pupil Premium children</li> <li>• Sporting events – the number of Pupil Premium children will have increased</li> <li>• Music events - the number of Pupil Premium children will have increased</li> </ul>

## 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: £114,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p> <ul style="list-style-type: none"> <li>• <i>Bright stars</i></li> <li>• <i>Bereavement</i></li> <li>• <i>Penn resilience</i></li> <li>• <i>Brick Club</i></li> <li>• <i>Self esteem</i></li> <li>• <i>Anxiety</i></li> <li>• <i>Emotional regulation</i></li> <li>• <i>Protective behaviours</i></li> <li>• <i>My Time</i></li> <li>• <i>My World and Me</i></li> <li>• <i>Penn Resilience</i></li> <li>• <i>Homunculi</i></li> <li>• <i>Year 6 transition</i></li> <li>• <i>Drawing and Talking</i></li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>2,3,4,</p>
<p>Precision Teaching model – Class teacher provides precision teaching for selected pupils each half term.</p> <ul style="list-style-type: none"> <li>• <i>Reading</i></li> <li>• <i>Writing</i></li> <li>• <i>Maths</i></li> </ul>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1,2,3,4</p>
<p>Development of English teaching and curriculum planning in line with DFE and EEF guidance</p>	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of</p>	<p>1,2,4</p>

<p>We will fund teacher release time to embed key elements of guidance in school and to access Writing CPD including team teaching and learning walks.</p> <ul style="list-style-type: none"> <li>• <i>Big Writing</i></li> </ul>	<p>different strategies is likely to help, depending on the current skills of the writer.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 106,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills –</p> <ul style="list-style-type: none"> <li>• <i>NELI for EYFS/KS1</i></li> <li>• <i>ELKLAN</i></li> <li>• <i>WELCOMM</i></li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <ul style="list-style-type: none"> <li>• <i>Monster Phonics Intervention subscription</i></li> <li>• <i>Monster Phonic book purchase</i></li> <li>• <i>Bug Club subscription</i></li> <li>• <i>Twinkl Boost</i></li> </ul>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,4,

<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</p> <ul style="list-style-type: none"> <li>• <i>Max's Marvellous Me</i></li> <li>• <i>Targeted individual support</i></li> <li>• <i>Twinkl Boost</i></li> </ul>	<p>Small-group support is more likely to be effective when children with the greatest needs are supported by the most experienced staff; training, support and resources are provided for staff using targeted activities and sessions are brief and regular with explicit connections made between targeted support and everyday activities or teaching.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Summary of Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Summary of Recommendations.pdf</a></p>	<p>1,2,4</p>
<p>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.</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><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,4,</p>
<p>Reviewing current intervention strategies and providing specific training with the aim of developing academic interventions across the school.</p> <ul style="list-style-type: none"> <li>• <i>Fisher Family Trust</i></li> <li>• <i>Magic Spells</i></li> <li>• <i>Word Wizard</i></li> <li>• <i>Write Words</i></li> <li>• <i>Rapid Reading</i></li> <li>• <i>Rapid Writing</i></li> <li>• <i>Rapid Phonics</i></li> <li>• <i>Monster Phonics</i></li> <li>• <i>Twinkl Boost</i></li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	<p>1,2,4</p>

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

Budgeted cost: £ 20,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>3</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>1,2,3,4</p>

**Total budgeted cost: £ 241,275**



## 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. The data set at the end of July has given us an accurate picture of the achievement of pupil premium pupils post lockdown. COVID and school closures have had a significant impact on pupil premium pupils.

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.

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.