# Pupil premium strategy statement – Pearson Primary School

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Pearson Primary School |
| Number of pupils in school  | 208 |
| Proportion (%) of pupil premium eligible pupils | 38.46% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Louise Clarkson, Headteacher |
| Pupil premium lead | Sam Furbank |
| Governor / Trustee lead | Chris Huscroft  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £112,290 |
| Recovery premium funding allocation this academic year | £11,890 |
| 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 | £124,180 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective 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.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Our attendance data over the last three years indicates that the pupil premium has significantly improved attendance for eligible pupils, for example, from September 2021 to date, disadvantaged pupils have an attendance of 95.6% compared to 95.1% for non-disadvantaged pupils.The number of disadvantaged pupils that are persistently absent has remained stubbornly stable over the last three years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 2 | Our observations and discussions with pupils, families and staff have identified that children’s development of academic learning behaviours (stamina, independence and resilience) have been adversely affected by school partial closures to a greater extent than their peers. These challenges are affecting children’s ability to work successfully at their challenge point, and consequently affecting their attainment. |
| 3 | Children’s world view is narrowed due to a lack of wider experiences and enrichment opportunities on entry to school and in their personal lives. Children have suffered further from limited social interactions and a smaller social network during the global pandemic, at times this has significantly reduced their opportunities to hear or speak in English.  |
| 4 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 5 | 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. In 2019, disadvantaged pupils had a 15% gap in the PSC compared to non-disadvantaged. In 2018, this gap was 3%, so is variable. |
| 6 | Internal assessments indicate that attainment of age-related standards in Reading among disadvantaged pupils is below that of non-disadvantaged pupils by the end of KS2. SATs data (2019) had a 19% gap in disadvantaged achieving age-related or above compared to non-disadvantaged.  |
| 7 | Internal assessments indicate that GD attainment in Writing among disadvantaged pupils is below that of non-disadvantaged pupils. Projections indicate a gap of between 7% (2022) and 6% (2023) for pupils attaining the highest standards in writing. |

## 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.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:* the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being reduced to be less than national
 |
| To achieve and sustain improved academic learning behaviours for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of learning behaviours from 2021/22 demonstrated by:* qualitative data from student voice, student and parent surveys and teacher observations
* a significant improvement in stamina, independence and resilience
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| Improved enrichment and social opportunities for all pupils in our school, particularly our disadvantaged pupils. | A significant increase in participation in enrichment activities, particularly among disadvantaged pupils  |
| 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 phonics attainment among disadvantaged pupils.  | PSC outcomes in 2024/25 show that more than 94% of disadvantaged pupils met the expected standard. |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 show that more than 72% of disadvantaged pupils met the expected standard. |
| Improved writing attainment among disadvantaged pupils.  | KS2 writing outcomes in 2024/25 show that more than 25% of disadvantaged pupils met the greater depth standard. |

## 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: £9,780

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.  | 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:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 4 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils (Read, Write, Inc) | 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: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 5 |
| Enhancement of our greater depth writing teaching and curriculum in line with EEF guidance.We will fund teacher release time to access relevant CPD.  | Evidence shows that attainment levels in Key Stage Two writing are improved using modelled and supported writing practise, and though extensive writing opportunities:[Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 7 |
| Enhancement of our reading curriculum in Key Stage Two in line with EEF guidance.We will fund teacher release time for CPD and purchase additional reading books and dictionaries. | Research based evidence suggests that attainment in Key Stage Two is improved through developing reading fluency, and through comprehension strategies that are explicitly modelled followed by supported practise:[Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 6 |
| Development of medium-term plans to give children high exposure to enrichment activities and experiences.We will fund teacher release time for CPD. | Research has shown pupils have made less academic progress compared with previous year groups. There is a large attainment gap for disadvantaged pupils, which seems to have grown:[Best evidence on impact of Covid-19 on pupil attainment | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment)Trips provide pupils with foundational knowledge and experiences. Carefully sequenced topics that gradually build on foundational knowledge lead to improvements in attainment:[Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 3 |
| Embed quality-first teaching strategies that promote independence, resilience and stamina in all pupils, but specifically disadvantaged pupils. | Evidence suggests the use of ​metacognitive strategies can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils:[Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition) | 2 |

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

Budgeted cost: £48,495

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional reading sessions, delivered before the school day, targeted at disadvantaged pupils in Years 5 and 6 who require further fluency or comprehension support. | 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:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 6 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  | 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:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 5 |
| Engaging with the National Tutoring Pro-gramme, through school-led tutoring, 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:[One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)And in small groups:[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4, 5, 6, 7 |
| Provide targeted support to develop social and emotional learning.We will deliver ELSA sessions for identified disadvantaged pupils. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):[EEF\_Social\_and\_Emotional\_Learning.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3 |

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

Budgeted cost: £46,725

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.This will involve training and release time for staff to develop and implement new procedures and provide a staffed breakfast club to encourage disadvantaged pupils to attend school. Employment of EWO and budget to support the implementation of Attendance Action Plans.  | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 1 |
| Ensuring children build self-esteem and confidence through a wide range of experiences which improve their social and emotional learning.This will involve supplementing visits for disadvantaged pupils.Employment of an ELSA worker to work with identified pupils. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):[EEF\_Social\_and\_Emotional\_Learning.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 3 |
| Embed resilience and independence for all pupils, but with a specific focus on disadvantaged children. This will involve staff training costs to implement the Young Minds Toolkit and Emotion Coaching training for staff. | Evidence suggests the use of ​metacognitive strategies can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils:[Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition) | 2 |
| 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: £125,000**

# 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.

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| On return to school in March 2021, our internal assessment data showed that disadvantaged children in KS1 were working at a similar standard as their peers in reading. By the end of the year, disadvantaged children outperformed their peers by 10%. Resources were redeployed during remote education to support vulnerable children to access learning through school or remotely. Similarly, at the end of EYFS, those children eligible for pupil premium spending outperformed their peers in reaching a GLD by over 10%. A considerable amount of CPD was provided for ASAs during National Lockdown to support best practice for the summer intervention program. Flexible grouping became a key strategy to support ‘keep up’ in reading. Despite COVID interruptions, disadvantaged children perform broadly similarly to their peers across the school, including those at the end of KS2. Disadvantaged children engaged well with learning during periods of partial school closure. Over a quarter came into school regularly and over 80% engaged with home learning with regularity. Because of the robust and targeted work of the school, there was no difference between the disadvantaged pupils and their peers in terms of work engagement. Although procedures for language assessments have been refined to support identification of need and signposting of provision, to support language development within classrooms, planning is well underway for the explicit teaching of vocabulary. Overwhelmingly, the implementation of explicit language teaching was interrupted by partial school closure. As such, improving children’s application of language is a School Improvement Priority for 2021.22.Overall attendance in 2020/21 was around 1% lower than historic rates at 93%. At times, when all pupils were expected to attend school, absence among disadvantaged pupils was 4% lower than their peers. Despite the significant challenges of the past year, the number of disadvantaged pupils who are PA has remained stable compared to similar periods of time pre pandemic. Less than a third of PA pupils in the school are disadvantaged. The number of disadvantaged children attending breakfast club to support good attendance has increased since reopening in March 2021. Early indications are good regarding improvement in disadvantaged punctuality.Our assessments and observations indicated that pupil behaviour was not detrimentally affected during the pandemic. A small number of high needs SEND pupils saw improvements in behaviour due to smaller groupings and changes to how the curriculum was delivered. In response to national concerns around the detrimental impact on disadvantaged pupils, in relation to their mental wellbeing, we used pupil premium funding to provide universal and targeted wellbeing support for all pupils. We are going to continue with previously successful strategies, but with a specific focus on rebuilding characteristics for learning, as detailed in this plan. |

## 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*

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| Programme | Provider |
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# Further information (optional)

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| **Additional activity**In planning our new pupil premium strategy, we evaluated which activity wasn’t undertaken in previous years to its full extent. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. Relevant information and training were widely disseminated amongst all staff in the school to shape our provisions. We have identified a new lead teacher for 2022 to monitor the implementation of pupil premium strategies. They will have weekly dedicated leadership time to monitor the implementation of our plans so that swift adaptations can be made where necessary.  |