

POVEREST PRIMARY SCHOOL



PUPIL PREMIUM SPENDING REVIEW AND PLAN 2021/2022

Pupil premium strategy statement

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

Detail	Data
School name	Poverest Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	29.9% (126/421)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 to July 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sally Weeks
Pupil premium lead	Paul Haylock
Governor / Trustee lead	Amelia Willis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£37,680
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	£192,355

Part A: Pupil premium strategy plan

Statement of intent

At Poverest we value each individual child and aim to provide the same opportunities for all our children as those offered to children in more affluent areas.

Although we have between 25 to 30% pupil premium each academic year, we estimate that another 25 to 30% of our school population have a household income of just above the threshold and experience similar life challenges to our identified disadvantaged children.

We base our expenditure and approach on research (Mainly from the Education Endowment Foundation - EEF) and what has historically worked in our own unique school.

By providing children with excellent daily teaching, targeted interventions and opportunities to engage in wider school activities, children will make good progress. (EEF - use of a tiered approach)

Pre-covid our approach was very successful for our pupil premium children (End of KS2 data) Due to this previous success in our own school and the approach backed by evidence from Education Endowment Foundation, we are using the same approach again.

Challenges

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

Challenge number	Detail of challenge
1	Current low % of PP pupils achieving expected standard compared to Non PP pupils.
2	Low levels of engagement from PP group
3	Low attendance
4	Lack of educational stimulus outside of school.
5	Higher % of SEN with PP group

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 narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	<p>An improvement on outcomes in July 2022 will show we are on our way to narrow the gap. On entry (September 2021) data for expected standard:</p> <table><tr><td>Subject</td><td>PP (110)</td><td>Non PP (245)</td></tr><tr><td>Reading</td><td>49%</td><td>68%</td></tr><tr><td>Writing</td><td>31%</td><td>54%</td></tr><tr><td>Maths</td><td>48%</td><td>69%</td></tr><tr><td>Combined</td><td>26%</td><td>43%</td></tr></table>	Subject	PP (110)	Non PP (245)	Reading	49%	68%	Writing	31%	54%	Maths	48%	69%	Combined	26%	43%
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For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	By the end of their time at Poverest. Pupil premium children should have a positive progress score for reading, writing and maths.															
For Pupil Children to be engaged in wider school life.	<p>Historically the percentage of pupil premium children taking part in extra-curricular activities has been significantly below non Pupil-Premium.</p> <p>The percentage of pupil premium children in clubs matches that (or closely matches) of non pupil premium children.</p>															
For school leaders to have the time to research successful strategies and to plan, implement, monitor and review strategies in place.	All pupil premium children, and those not identified as, to receive an intervention that supports their academic or well-being education.															

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: [£44,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Leadership costs associated with leading and managing pupil premium projects such as: HAF, Bromley PP Project, Clubs, intervention timetables etc Includes retention of experienced school leaders.	The EEF states that school leaders should develop and review the pupil premium strategy with ongoing monitoring and evaluation. We use part of the funding so school leaders can diagnose pupils' challenges, research good practise, implement our strategy and monitor and evaluate its effectiveness so adaptations can be made to best maximise the attainment of pupils with the funding available. We use our own school data systems which are of high quality and reliable to inform us of pupil needs and progress.	1,2,3,4
Subject leaders to receive half a day release every half term so they can focus on supporting the disadvantaged in their subject	Subject leaders are teachers in the school and part of the funding is used to enable them time away from their own class to focus on the needs and attainment of pupil premium children within their subject (Roughly equivalent to 1 day per term) Subject leaders refer to Teaching and Learning Toolkit EEF when deciding approaches to pupil premium interventions.	1

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

Budgeted cost: £ [81,675+£37,680 = £119,355]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Write Away Together Intervention</i>	Write Away Together (WAT) was developed by the Family Fischer Trust. They have evidence of how WAT has improved writing in many different schools. It is also an intervention that has resulted in good progress at our school in previous years. WAT fft Literacy	1
<i>Small phonics groups and an extra teacher for phonics one day a week.</i>	The Education Endowment Foundation have shown that phonics approaches are consistently effective in supporting young readers. It also mentions how qualified teachers tend to get better results when delivering phonics interventions (twice as effective) Phonics EEF	1
<i>Covid Catch Up Tutoring.</i> <i>Pupil Premium Catch Up Tutoring</i>	Small group or individual Interventions. We use retired teachers to work with the disadvantaged children on their individual targets in reading, writing and mathematics where the child has fallen behind in. We use retired teachers as they have the knowledge and skills required to support children. We also use the same adult with the individual so a positive professional relationship can be built over time. The EEF has evidence that one-to-one and small group interventions (the smaller the group the better) both have a positive impact on academic progress. We also pay teaching assistant to run interventions in the afternoons. 1 hour for each teaching assistant is spent on Pupil Premium children every afternoon. Small group tuition EEF One to one tuition EEF Teaching Assistant Interventions EEF	1 , 5

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

Budgeted cost: £ [29,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EAL Teacher</i>	Disadvantaged language support that can be given so literacy attainment can be improved. We use the partnership teaching model at different stages depending on the needs of the child. We have used this approach successfully for many years and our EAL children outperform non-EAL children by the time they complete KS2. Additional Support in the Classroom	1, 5
<i>Counselling</i>	Ensuring a full time Family Liason Officer working in school due the increased social needs of our large disadvantaged group. Social and emotional learning EEF	1, 5
<i>Play Therapy</i>	For those disadvantaged pupils who require it and enable them to be more receptive to learning in the long term. Social and emotional learning EEF	1, 5
<i>Narrative Therapy</i>	Narrative therapy is an oral language intervention for children, who due to their narrow life experience, are not able to tell a story or tell you of events that might have happened. It is an 18 week programme that develops these crucial skills and occurs in our reception year. Oral language interventions EEF Narrative Therapy	1, 5
<i>Chattertots</i>	Chattertots is designed to support children who are struggling with receptive and expressive language. It supports those with social communication difficulties and aids vocabulary awareness and understanding. Oral language interventions EEF	1, 5
<i>Speech and Language</i>	SALT in school weekly to work with those disadvantaged children who require it. SALT are health professionals with a long history of improving lives of people. Speech and language therapist Health Careers	1, 5
<i>Educational Visits, including School Journeys</i>	Although evidence is unclear on how much academic improvement is made, outdoor adventure activities provide opportunities to disadvantaged pupils that they may not normally be able to access. Outdoor adventure learning EEF	2, 4
<i>Extra Curricular Activities</i>	Our school has a history of improved attainment in both disadvantaged and non-disadvantaged groups where children join or participate in extracurricular activity. Arts participation EEF Physical activity EEF	2, 3, 4

Total budgeted cost: £ [192,355]

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.

Disadvantaged pupil progress scores for last academic year (Teacher Assessed KS2)

Measure	Score
Reading	-0.1
Writing	-0.1
Maths	-2.3

Disadvantaged pupil performance overview for last academic year (Teacher Assessed KS2)

Measure	Score
Meeting expected standard at KS2	41%
Reading	59%
Writing	45%
Maths	64%
Achieving high standard at KS2	0%
Reading	5%
Writing	0%
Maths	5%

Due to COVID-19, teachers used standardised teacher administered tests for year 6 children. Our results were a lot lower than previous years. The change to schooling arrangements and home learning affected the children. Not as many interventions were received by the pupils because of these arrangements and has negatively impacted the pupil premium group. As restrictions lifted we spent money on catch-up tutoring for this group but this was after the assessment week. We spent the money on this group to best prepare them for the transition to secondary school. Had school life been the same as previous years we would have expected much better progress and attainment for this group.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.