

# Pupil premium strategy statement December 2021

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	Pooles Park Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Greg Crawford
Pupil premium lead	Craig Taylor
Governor / Trustee lead	Annie Leigh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,435.00
Recovery premium funding allocation this academic year	£17,545.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,980.00

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. Over half of the pupils at Pooles Park are entitled to Pupil Premium. The majority of pupils at our school who are not entitled to Pupil Premium are from similar backgrounds to those who are and face similar challenges.

### **What is the context in terms of disadvantage?**

Academically, many of our pupils begin their journey with us in Early Years (EYFS) with low starting points compared to national expectations for their age. Lost learning due to school closure has compounded this challenge. Baseline assessment of EYFS pupils on entry in 2021 show 22% of pupils at the age-related expectations across the curriculum which put them on track to attain the GLD, compared to a national average of 72% pupils who attain the GLD by year end.

The percentage of our pupils eligible for pupil premium (52%) is significantly higher than the national average (20.9%) for primary schools. Almost all the families in our school are economically disadvantaged. Our pupils' first languages are numerous and diverse. We bring together many different nationalities, cultures and backgrounds.

Many of our pupils also come from non-UK backgrounds and have parents who do not speak English fluently and do not have experience of the English education system. 70% of pupils at our school speak English as a Second Language (EAL).

### **What are our key objectives for disadvantaged pupils?**

It is our intention at Pooles Park Primary school to:

Ensure that the progress of pupils entitled to Pupil Premium is at least in line with that of all pupils in the school and that the progress of all pupils in all core subjects is above national expectations when pupils end their journey with us in Year 6. The aim is to close the gap in achievement between our pupils and their peers nationally

Ensure that disadvantaged pupils' outcomes in all core subjects are at least in line with averages for all pupils nationally by the end of Key Stage 2.

Ensure that pupils gain key personal, social and emotional skills, to enable them to aspire with purpose and achieve in Secondary School and beyond. In particular we aim to develop:

- a. Pupils' capacity to self-regulate and show emotional control.
- b. Pupils' self-confidence and character, ensuring they leave us with a positive personal and social identity.
- c. Pupils' resilience - their capacity to manage challenge well.
- d. Widening horizons, enabling pupils to identify with and engage in a broad range of modern British culture.

All members of staff and the governing body at Pooles Park Primary School are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment of all children and especially those 'socially disadvantaged'. We encourage each child to develop a love for learning and acquire skills and abilities commensurate with performing the best they can, ready for the next stage in their education.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We provide quality first teaching, targeted academic support, for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment through pastoral care such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At Pooles Park Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers attached to claiming FSM.

**How does our Pupil Premium Strategy Plan work towards achieving these objectives?** There are three key elements to our Pupil Premium Strategy:

**1. High Quality Teaching:** Evidence consistently demonstrates that access to high-quality teaching, at every stage of a child's educational journey, is the key to effective learning, progress and achievement for all pupils. In our school excellent teaching means:

- a. A carefully designed curriculum, providing all pupils with a structured learning journey, that meets their needs. This includes content designed to help pupils learn the key personal, social and emotional skills described above.
- b. An evidence-based, carefully constructed approach to classroom teaching, ensuring consistent best-practice in all classes.
- c. A rigorous and ongoing approach to identifying and helping pupils fill gaps in learning, so that they learn all aspects of our curriculum securely.
- d. A high-quality, evidence-informed and ongoing approach to the professional development of all teachers and support staff.
- e. Ambitious, high-expectations of the progress and achievement all our pupils can reach.

**2. Targeted Support:** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. In our school, targeted support includes:

- a. One-to-one support for pupils with particular needs.
- b. One-to-one and group intervention strategies to help pupils address academic, or social and emotional learning needs.
- c. An extensive programme of after-school tutoring for pupils, run by the school and its staff, to ensure it is very well linked to core classroom teaching.

**3. Wider Strategies:** These relate to the non-academic challenges that disadvantaged pupils face in our school, which can nonetheless have a very significant impact on their academic outcomes. Strategies include:

- a. Ongoing investment in a whole school approach to behaviour, in order to:
  - i. Ensure classrooms and playgrounds are excellent environments for learning
  - ii. Develop emotional self-regulation and constructive social skills in all pupils.
- b. Ongoing investment in tackling persistent absenteeism.
- c. Investment in staffing, resources and strategies around lunchtime play for pupils. We see play as an essential element of our curriculum, helping build thinking skills, embed classroom learning in creative ways, develop social skills, develop resilience, develop character and support positive mental and physical health.
- d. Investment in developing our pupils' physical and mental health. Poor health outcomes are strongly associated with disadvantage and can be a limiting factor in children's sense of wellbeing and success in school.
- e. Investment in providing early help support to families to ensure parents have the resources to provide well for their children.

### **What are the key principles of our strategy plan?**

Our approach will be responsive to both the common challenges faced by disadvantaged children and the individual needs of pupils in our school. Our approach will be rooted in robust diagnostic assessment and wider, evidence-based research, not assumptions about the impact of disadvantage. We will:

- Ensure all staff have high-expectations of all pupils and that we never compound the disadvantages pupils face with concomitant low-ambition.
- Ensure all pupils are consistently and effectively challenged as learners.
- Act early to intervene at the point needs are identified.
- Ensure our approaches are whole-school, providing consistency for pupils and that all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

On entry to Reception class in the last 3 years, 100% of our pupils arrive below age – related expectation. At the end of KS1 62% of disadvantaged pupils are at expectation compared to 67% of our non-disadvantaged pupils. This gap widens slightly to the end of KS2 63% disadvantaged, 77% non-disadvantaged.

Challenge number	Detail of challenge				
<b>1 Attendance</b>	<p>Our current attendance data indicates that attendance among disadvantaged pupils is broadly in line with that of non-disadvantaged pupils at our school. (89.9% attendance for disadvantaged pupils compared to 90.8% of other pupils). However, pupils who are persistent absentees are more likely to come from disadvantaged backgrounds than not. We do not face a general challenge around the attendance of disadvantaged pupils. However, specific families - many of whom are entitled to Pupil Premium - have attendance issues that impact on their progress and achievement in school.</p> <p>34% of children are currently PA compared to 26% of schools in FFT national data.</p> <p>Our assessments and observations indicate that absenteeism this term is negatively impacting pupils' progress.</p> <p>Lower attendance of Pupil premium children, including persistent absentees.</p> <table> <tr> <td>Eligible for FSM</td> <td>Attendance 89%, PAs = 30% of PP pupils</td> </tr> <tr> <td>Not Eligible for FSM</td> <td>Attendance 90.8% PAs = 23% of non PP pupils</td> </tr> </table>	Eligible for FSM	Attendance 89%, PAs = 30% of PP pupils	Not Eligible for FSM	Attendance 90.8% PAs = 23% of non PP pupils
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Not Eligible for FSM	Attendance 90.8% PAs = 23% of non PP pupils				
<b>2 Cultural Capital - Enjoyment and Engagement</b>	Limited opportunities/ life experiences beyond their home and immediate community.				
<b>3 Language Development</b>	Recovery of Reading for Pupil premium children (after COVID). This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. 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.				
<b>4 Standards in Phonics and</b>	Published Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater				

<p><b>Reading and Maths</b></p>	<p>difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Phonics KS1</p> <p>2018 Disadvantaged children achieving expectation=79%, compared to 91% of other pupils.</p> <p>2019 shows that Disadvantaged children at expectation was 35%, compared to 63% of non-disadvantaged pupils</p> <p>In 2020 69% of disadvantaged children achieved expectation compared to teacher assessment of 88% Non-disadvantaged children</p> <p>Reading KS2</p> <p>2018 Disadvantaged achieving expectation 79%, compared to 91% of other pupils.</p> <p>2019 shows that Disadvantaged children at expectation was 35%, compared to 63% of non-disadvantaged pupils</p> <p>In 2020 69% of disadvantaged achieved expectation compared to Non-disadvantaged TA=88%</p> <p>Maths KS2:</p> <p>Internal and external (2019) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is evident with the current Y6 cohort.</p> <p>Maths KS2</p> <p>2018 Disadvantaged achieving expectation 71%, compared to 64% of other pupils.</p> <p>2019 shows that Disadvantaged children at expectation was 50%, (34 children) compared to 75% of non-disadvantaged pupils (8 children)</p> <p>Teacher Assessment in 2020 shows 69% of disadvantaged achieved expectation compared to 88% of non-disadvantaged.</p>
<p><b>5 Wellbeing</b></p>	<p>Our assessments and wellbeing survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Support for families markedly increased during the pandemic. 65 pupils (46, around 66%, of whom are disadvantaged) currently require additional support with social and emotional needs, with 24 disadvantaged children receiving small group interventions.</p>

## 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
<p><b>1 Attendance</b></p> <p><i>Disadvantaged pupils will meet national expectations for attendance and persistent absence.</i></p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by Assistant Attendance Lead, DSL and Pastoral lead, communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.</li> </ul>
<p><b>2 Cultural Capital - Enjoyment and Engagement</b></p> <p><i>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</i></p> <p><i>Pupils love learning and have access to an engaging, broad and varied curriculum</i></p>	<ul style="list-style-type: none"> <li>• The curriculum will provide pupils with an exciting, varied curriculum.</li> <li>• Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable.</li> <li>• Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>• Home learning is organised in a project based menu to support the links between home and school to enrich the children's learning experiences more.</li> </ul>
<p><b>3 Language Development</b></p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>For all pupils:</p> <ul style="list-style-type: none"> <li>• Outcomes in EYFS CL&amp;L at the end of Reception are in line with national averages.</li> </ul> <p>Outcomes for disadvantaged pupils are broadly in line with those of all pupils in their cohort.</p>
<p><b>4 Phonics and Reading</b></p> <p><i>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</i></p> <p><i>The gap is narrowed in the progress and attainment of PP and non-PP children.</i></p>	<ul style="list-style-type: none"> <li>• Outcomes in Phonics at the end of Y1 are in line with national averages.</li> <li>• Outcomes in KS2 SATS in reading, writing and maths are at or above national averages.</li> <li>• Achieve above national average progress scores in KS2 Reading/ Writing/ Maths.</li> <li>• All pupils are exposed to carefully planned Tier 1, Tier 2 and Tier 3 vocabulary throughout all areas of the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Targeted pupils receive additional, high quality speech and language therapy and intervention.</li> <li>• Parents are engaged in the development of their child's speech and language.</li> <li>• Consistent implementation of excellent practice and high expectations across the school for reading.</li> </ul>
<p><b>5 Wellbeing</b></p> <p><i>All pupils can demonstrate learning behaviours such as resilience and determination. They will be able to work with confidence.</i></p>	<ul style="list-style-type: none"> <li>• Children are aware of the school's 3 B values and will be able to model these behaviours around school and at home.</li> <li>• Child discussions as part of monitoring will demonstrate that pupils have determination and resilience and know ways to manage their learning so that they are successful.</li> </ul> <p>Role models for school council monitoring and SEF set a good example of learning behaviours adopted by peers</p> <ul style="list-style-type: none"> <li>• Teachers model mistakes frequently and pupils understand that mistakes lead to learning. Teachers use strategies such as 'book talking aloud' to model resilience to pupils.</li> <li>• Hook events, alongside the curriculum have frequent opportunities to develop the three Bs values.</li> </ul> <p>qualitative data from pupil voice, pupil and parent surveys and teacher observations shows good levels of enjoyment and engagement (90%+)</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: £ **37,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of the Pastoral Care Manager, Education Welfare	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium   EEF</li> </ul>	ALL

<p>Officer monitoring and supporting staff.</p> <ul style="list-style-type: none"> <li>- SLT time dedicated to gap tasks and reading</li> <li>- Data analysis at least termly with foci and next steps added</li> <li>- Drop in sessions for staff to share learning and build on their knowledge</li> </ul>	<p>(educationendowmentfoundation.org.uk)</p>	
<p>Use of National College in order to gain CPD knowledge for all staff for 6 hours</p> <ul style="list-style-type: none"> <li>- Narrowing the Gap in Educational Attainment: Effective Classroom Practice</li> <li>- Overcoming Language Barriers &amp; Addressing additional Needs</li> <li>- Bridging the Gap: Improving Pupil Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Remote Professional Development</li> </ul> <p>Rapid_Evidence_Assessment_Summary_RPD.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>ALL</p>

<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching &amp; Learning team.</p> <ul style="list-style-type: none"> <li>-16 hours of organising staff meetings</li> <li>-24 staff meetings dedicated to Teaching and Learning</li> <li>-Subject monitoring for all subject leaders and</li> <li>-Collaborative non-contact time</li> <li>-Teaching and Learning Walk support sessions as drop ins.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></li> <li>• Evidence from Education Endowment Foundation – Maximising Learning. High-quality teaching   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul>	<p>ALL</p>
<p>Disseminating CPD from Network meetings etc, giving Subject Leaders deep subject knowledge and the tools to support teachers to plan 'hook' lessons in all subjects.</p> <ul style="list-style-type: none"> <li>- Behaviour training for teachers and leaders</li> <li>- Coaching training for Teaching and Learning, HLTA and SLT cover</li> <li>- Attachment training for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: a Tiered Approach to 2021 <a href="https://educationendowmentfoundation.org.uk/the-eef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The_eef_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul>	<p>ALL</p>

<ul style="list-style-type: none"> <li>- New Phonics Scheme resources and training</li> <li>- 2 INSET days dedicated to sharing good practice and information from Network meetings</li> <li>-Team meetings for embedding and sharing practice</li> </ul>		
<ul style="list-style-type: none"> <li>-Purchase of standardised diagnostic assessments.</li> <li>-Training for staff to ensure assessments are interpreted and administered correctly.</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	<p>4 Standards in Phonics and Reading and Maths</p>
<ul style="list-style-type: none"> <li>-Embedding oral language activities across the school.</li> <li>-Programme activities across the school, particularly EYFS and KS1</li> <li>-These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</li> <li>-We will purchase resources and fund ongoing teacher training and release time.</li> </ul>	<p>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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3 Language Development</p> <p>4 Standards in Phonics and Reading and Maths</p>
<ul style="list-style-type: none"> <li>-Purchase of a Development Day for RWI phonics to secure stronger</li> </ul>	<p>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:</p>	<p>3 Language Development</p> <p>4 Standards in Phonics and</p>

phonics teaching for all pupils.	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	Reading and Maths
-Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. -Develop key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4 Standards in Phonics and Reading and Maths
-Maintain the quality of enjoyment and engagement approaches to be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5 Wellbeing

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

Budgeted cost: £ **120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriately deploy staff, predominantly PCM, EWO, attendance lead to support Disadvantaged pupil's pastoral needs. - Lunchtime support for social needs by Teaching Assistants and PCM	<ul style="list-style-type: none"> <li>Evidence from Education Endowment Foundation – Metacognition and Self Regulation (+7months)</li> <li>Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</li> </ul>	ALL

<ul style="list-style-type: none"> <li>- Pastoral Lead time for key individuals daily, sessions per week.</li> <li>- Pupil data meetings for all staff 3 times a year</li> <li>- Leaders to support with individual targets</li> <li>- Pastoral Lead support for identified pupils</li> </ul>		
<p>Additional support for children requiring intervention (1:1 and small group support).</p> <ul style="list-style-type: none"> <li>- SENCo support for teachers</li> <li>- Fluid interventions led by trained Teaching assistants</li> <li>- Lego therapy led by trained Teaching assistants</li> <li>- Maths and Reading interventions led by Teaching assistants and Teachers</li> <li>- Frequent readers led by Middays and Teaching Assistants</li> <li>- Language support for small groups led by Teaching assistants and training supplied by Assistant Head teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul>	3, 4
<p>-Catch-Up Tutor (1:1 and small group support)</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit:</li> </ul>	3, 4

	Small group tuition   EEF (educationendowmentfoundation.org.uk)	
<p>-Provide a range of frequent opportunities to support pupil's through Jigsaw, Nurture and less formal programmes such as mindfulness and yoga.</p> <p>-Teaching Assistant to lead activities based around personal and social needs</p> <p>-Fluid intervention groups throughout the year</p> <p>- Pastoral Care Manager support</p> <p>- SENCo support for Nurture training for 2 hours.</p> <p>- PSHE leads support planning throughout the year for 6 hours</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation</li> <li>-Teaching and Learning Toolkit: Teaching Assistant Interventions</li> <li>Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</li> </ul>	3, 4,5
<p>Speech and Language interventions for targeted pupils.</p> <p>- Communication Friendly training for all staff in EYFS</p> <p>- SALT support for staff through SENCo time 3 times a week</p> <p>- 2 equivalent Teaching Assistants support of Speech and Language targets for 25 hours a week</p>	<ul style="list-style-type: none"> <li>• Evidence from NELI, Early Talk Boost and Education Endowment Foundation – NELI</li> <li>Nuffield_Early_Language_Intervention.pdf (educationendowmentfoundation.org.uk)</li> </ul>	3, 4

<p>-Small group tutoring, outside normal school hours, in English and maths, for Y6, Y5 and Y2 pupils. Note this is part funded by the National Tutoring</p> <p>-Easter School for Y6</p> <p>-Programme (NTP) and in part by the Richard Reeves Foundation. We are supplementing NTP funding by 25% from Recovery Premium funding.</p>	<p>Research shows that tutoring is one of the most effective tools to support learning and accelerate pupil progress.</p>	1,3,4,5
<p>-Support staff providing a range of intervention programmes in EYFS and KS1, including:</p> <ul style="list-style-type: none"> <li>● Early Talk Boost and Talk Boost - speech and language.</li> <li>● Lego - fine motor control.</li> <li>● Phonics - Year 2 catch-up.</li> </ul> <p>-Managing feelings - implementing Zones of Regulation across the school, PSED.</p> <p>Extra teacher in Years 6, SLT support daily, facilitating targeted teaching in Year 6.</p>	<p>Research shows that TA led interventions have good impact on pupil outcomes. This enables better quality and quantity of feedback, which research demonstrates has significant impact on pupil outcomes.</p>	3,4,5
<p>Phonics intervention in Years 3-5 - a catch-up programme to support reading. Home learning clubs, run by TAs, targeted at pupils whose home environments make homework completion challenging.</p>	<p>Research demonstrates that phonics has strong impact on pupil outcomes.</p> <p>Research shows that homework has a good positive impact on pupil outcomes, but that not all pupils have the support or space required to engage well with homework and schools can support by providing time and space.</p>	3,4,5
<p>Purchase of a programme to improve</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p>	1, 4

listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	2
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.	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) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	4

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual behaviour review: we conduct an annual review of behaviour across the school, identify areas of development and provide feedback and support to staff to improve systems.	The review generates the evidence to inform action for improvement.	ALL

<p>Well established before-school support such as breakfast club for pupils.</p> <ul style="list-style-type: none"> <li>- Pastoral Lead time to organise and lead the club for three hours a week</li> <li>- Established referral system for key pupils</li> <li>- Materials to provide a balanced breakfast</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</li> </ul>	All
<p>Trips and visits – organise trips linked to curriculum &amp; support financially if necessary</p> <ul style="list-style-type: none"> <li>- Financial support for trips for pupil premium children (£10 each)</li> <li>- Curriculum led trips that are well planned for and 2x EVC leads to support this.</li> <li>- Subject guides support trips and visits written by all teachers</li> <li>- 2x Residential that are organised and financial support is offered for key families</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</li> <li>Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</li> </ul>	ALL
<p>Engage with external agencies to provide opportunities for in school and after school clubs e.g. TTRS Maths</p> <ul style="list-style-type: none"> <li>- Club budget to run clubs all year round</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</li> <li>Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</li> </ul>	2, 3, 4, 5

<p>- Outdoor clubs e.g. gardening, nature, drumming</p>		
<p>Incentives worked into the policy which have been chosen alongside the pupils.  - Prizes selected with School Council  - Pastoral Lead and DHT analysing data  - Positive communication with improved attendance from Pastoral Lead and DHT.</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Metacognition and Self Regulation (+7months)  Metacognition and self-regulation   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul>	<p>1, 2, 5</p>
<p>Work with specific outside agencies to support families e.g. EWO &amp; EHA  - EHA support with parents at least 2 hours a week or equivalent  - Pastoral lead support for families for 3 hours a week  - Weekly EWO sessions and meetings  - Assistant Head (AHT) frequent support to parents at least 3 hours a week.</p>	<ul style="list-style-type: none"> <li>• Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)  Parental engagement   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</li> </ul>	<p>1,2,5</p>
<p>Whole staff training on behaviour management and</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>5</p>

anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Behaviour interventions   EEF (educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
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: £ 183,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

1 During an unpredictable year, we ensured that pupil's wellbeing and social skills were at the forefront of our planning. Pupils were able to communicate in year group bubbles; collaborative working was prioritised and communication and language opportunities were built into the curriculum. Our holistic approach to the curriculum allowed teachers to firstly prioritise physical activity, well-being and problem solving before moving through our 'catch-up' curriculum underpinned by self-regulation with the Zones of Regulation framework and supporting learning behaviours through a trauma informed approach. Pupils used these strategies and came in confidently and settled well into school.

2 Ensuring that pupil's and families were prepared for potential bubble closures as a result of COVID-19 was another priority of the year. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote learning was carefully planned with levels of support should pupils request it. As a result, all pupils had access to remote learning throughout bubble closures and therefore were able to continue to make progress against starting points. Targeted pupils also benefited from additional pastoral support and interventions when back at school.

3 Gaps in learning were identified after National Lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term plans were adapted in order to fill gaps in learning, as well as build on prior learning. Most Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

## **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Our core aims are to ensure that all pupils make above average progress in all core subjects and that those entitled to Pupil Premium make as much progress as others.

We also aim to ensure that our disadvantaged children attain at least as well as others nationally in KS2 SATs.

Year 6 SATs did not take place nationally in 2021 and national performance measures were not published, due to Covid-19.

However,

- Our pupils sat the 2019 SATs papers in normal test conditions.
- Writing outcomes were moderated internally and across the borough.
- Progress was calculated using the same algorithm used as standard by the DfE.
- Attainment data was reported to the local authority, leading to comparative average scores for all pupils in the borough.

### **How successfully were our intended Pupil Premium strategy outcomes achieved?**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding 3 years and was lower than the last published national average. Pooles Park's absence for 2018/19 was 5.2%. This is higher than it was in 2017/18, and higher than the Islington primary average of 4.3%. Absence was highest in the 2nd Summer half term, mainly due to Eid and term time leave.

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.

## The Attainment of KS1 Pupils in 2021

Reading					Maths				
	Year 2	Y2 FFT Estimate	Y2 Attainment	Difference		Year 2	Y2 FFT Estimate	Y2 Attainment	Difference
All pupils	33	42%	24%	-18		33	47%	27%	-19
Disadvantaged	18	38%	25%	-13		18	44%	25%	-19
Non-Disadvantaged	15	47%	22%	-25		15	50%	30%	-20

## The Attainment of Year 6 Pupils in 2021

Reading					Maths				
	Year 6	Y6 FFT Estimate	Y6 Attainment	Difference		Year 6	Y6 FFT Estimate	Y6 Attainment	Difference
All pupils	37	79%	60%	-19		37	85%	31%	-54
Disadvantaged	19	76%	39%	-37		19	83%	17%	-67
Non-Disadvantaged	18	83%	71%	-12		18	87%	47%	-40

## 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?	
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## 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.*

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback in preference to marking. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate, particularly through reduced costs.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of 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.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

