# 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

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| Detail | Data |
| School name | Thingwall Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2019-2020,  2020-2021,  2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Danielle Evans |
| Pupil premium lead | Julie Goulding |
| Governor / Trustee lead | Gordon Lester |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £38, 935.00 |
| Recovery premium funding allocation this academic year | £  £3049 + additional 25% form school= £4049. |
| 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 | **£42,984.00**  n/a |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * To reduce the attainment gap between disadvantaged pupils and their peers on a local and national level?. * To support the social, emotional and mental well-being of all our pupils due to COVID-19 disruptions. * To raise the attainment of all pupils in English and Maths since COVID-19 lockdowns, with additional focus on reading. |

## 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 | Delayed speech and language skills on entry leading to lower outcomes and social communication difficulties. |
| 2 | A break in school attendance and mixed year group bubbles has caused some gaps in knowledge reducing daily reading opportunities and daily fluency in maths which has led to lower attainment in English and maths. |
| 3 | A range of additional needs has impacted upon children’s concentration, resilience and tolerance, including SEND, attachment, continuity and childhood trauma. |
| 4 | Loss of being part of the whole school community has led to reduction in self-esteem, confidence and emotional well-being. |

## 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 |
| Improved social communication results in raise in language attainment and positive behaviour. | Children will be confident to express themselves positively and to apply language skills to reading and communicating clearly. |
| Increased rates in progress from starting points for children new to Foundation Stage 2 and Year 1 focusing on Communication and Language and the application of systematic synthetic phonics | From baseline assessments, disadvantaged children will at least meet age related expectation through accelerated learning and support in English and maths. At least 83% of children will meet the Year 1 phonics screening. |
| Increase in the number of disadvantaged learners achieving age related expectations at end of FS” and KS1 and combined (reading, writing, maths) at the end of Key Stage 2. | The % of disadvantaged learners achieving age related expectations at the end of Foundation Stage 2, Key Stage 1 and combined at end of Key Stage 2 will at least be in line with the national average. |
| Raise in reading attainment across the school for all children, notably those who have gaps in learning due to COVID-19 absence. | Reading attainment will increase across school in all year groups, closing gaps in learning. |
| Increase in number of disadvantaged children reaching greater depth. | Increase % in the number of disadvantaged children reaching greater depth will improve upon last year’s scores at the end of Key Stage 1 and 2. |

## 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: £2000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Continued Professional Development (CPD): All teachers- No Outsiders- Andrew Moffat* | * Andrew Moffat visit- PSHE lesson modelled in all year groups with relevant reading material as discussion points. * Staff meeting led by Andrew Moffat- introduction to the No Outsiders range of books to use with children in PSHE and cross-curricular. * Purchase of No Outsiders reading material to inspire and enrich reading areas and PSHE lessons across the whole school. * No Outsiders ambassadors elected. * See Head teacher reports on % of incidents. | Challenge No. 4 |
| *CPD: This year’s focus groups:-FS2 and Key Stage 1- all teachers and TAs- Continued links with Paul Fields’ The Happiness Project* | * Spring term 2022 launch with FS2 and Key Stage 1 classes * PSHE and incident logs * Recognition board and achievement certificates. | Challenge No. 3  Challenge No. 4 |
| *CPD: staff meeting time designated to Paul Dix approach ‘When the adult changes’ refine behaviour management- whole school tracking system, reflection and resolve techniques.* | * Use of Recognition Board in all classes * Clearly established ‘Be Safe-Be respectful-Be ready’ school rules * 6Rs and Happiness Project themes:   *Resilience – BOUNCEBACKABILITY! Responsibility -BOTHEREDNESS! Resourcefulness – CHANGE YOUR RIPPLE!*  *Respect - UNDERSTAND YOUR IMPACT!*  *Reflect –*  BE THE BEST VERSION OF YOU!  Reasoning – UNDERSTAND YOUR IMPACT! | Challenge No. 3  Challenge No. 4 |

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

Budgeted cost: £ *35, 394.91*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To deliver Listening to Sounds and language SALT intervention | * See early intervention tracking of program * Wellcomm assessment scores * See early referrals to SALT * Incident logs * Phonics tracking * See end of academic year impact evaluation on Pupil Premium Budget. | Challenge No 1 |
| 1:1 additional reading time for PP and SEND children | * See reading log and tracking files * ½ termly assessment reading comprehension assessment score * See additional guided reading logs * Reading monitoring feedback * Target Tracker Pupil Progress meetings * Phonics Tracker * Phonics screening scores KS1 | Challenge 2 |
| Additional maths and reading intervention clubs after school/ before school | * See intervention evaluations * Target Tracker scores * End of unit assessments * Individual provision maps * Additional adult in Y5, Y6 for catch up and in class support * Narrowing the gap catch up classes (RA/ DE/CM) * Flourish tutoring | Challenge No 2 |
| Spelling intervention | * IDL cloud intervention * SWST reading age and spelling age assessments * Purchase of Bug Club phonics- active learn scheme * Phonics Tracker app. * Listening Sounds and language intervention * Quest tracking and evaluations * Individual provision maps * Smaller phonics groups- additional adults | Challenge No 1  Challenge No 2 |
| IT resources-teaching and learning aids | * IDL * Bug Club * Purple Mash * Times table Rock Stars & Numbots * Busy Things | Challenge No 2 |

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

Budgeted cost: £ 12, 606.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social communication interventions:  FS2 / Y1Time to Talk  Wellcomm  Y2 SEAL  KS2 Socially Speaking  KS2 Military style education  KS2 Thumbs up  Co-operation skills- lunchtime clubs (IC)  Paul Fields Mental Health project FS2 and KS1 | * Incident logs * Behaviour tracking chart * Wellcomm assessments * Lesson obs/ learning walks * Pupil voice * See end of academic year impact evaluation on Pupil Premium Budget. | Challenge No 1  Challenge No 3  Challenge No 4 |
| Raise of Mental Health across school | * Fun food Chef * Viking Experience Ed the Viking * RE Themed week * Mid summer Night festival (Y5) * Military Style education * Residential experiences for Y5 and Y6 (Burwardsley and Snowdonia) | Challenge no 3  Challenge No 4 |
| Employment of JW- Pastoral Counsellor | * Small group and 1:1 pastoral service- see JW reports * Observations * Pupil interviews | Challenge 3 |
| Raise of emotional well-being, self-esteem, confidence, ownership, proud to be a member of Thingwall Primary | * Lord and Lady Ragnar- head boy and head girl elections and assemblies; contribution to Head teacher’s news letters. * Eco warrior meetings, minutes, duties, assemblies led by children * Class ethos reps * No Outsider ambassadors * School council elections, assemblies and wider duties for the community * Weekly combined assemblies * Whole school choral assemblies * Extra- curricular clubs- EG: band, guitar, recorder, multi-skills, premiere sport. * Inter- school competitions- EG football tournament, cross country, Spelling Bee * Intra-school competitions Eg: Times Table Rock Stars, House points, Golden Tickets. * School and class monitors EG fruit, milk, musical technicians. * Y6 play leaders * Y6/ FS2 buddies * Random Acts of Kindness (ROC) wall and ‘I caught you being kind’ cards. * POOC | Challenge No 3  Challenge No 4 |

**Total budgeted cost:** £2000 + £ *35, 394.91* + £ 12, 606.80 = **£50,001.71** (£7017.71 over spend)

# 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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| **Last year 2020-2021** | |
| **Desired outcomes** | **Impact** |
| To engage FS2 children in listening for sounds, model and support children using correct mouth movements for sound- pre teaching before SALT intervene. | Successful completion of LS&L program. One necessary SALT referral made from group after intervention. |
| To teach, model and support children through understanding own emotions: resilience building, sharing, perseverance, confidence and raised self- esteem | Sensory equipment purchased to meet specific needs rather than generic sensory kits.  From targeted children, 100% school participation, improved resilience, recognition of some emotions, increase in self-esteem and confidence with curriculum and peer interaction. 75% no longer need further SEAL input at end of summer term 2021. |
| To improve reading and phonics skills | 73% of all Pupil Premium children met age related expectations in reading across the school.  Of ALL children across the school:-  End of FS2: 70% met Early Learning Goals for reading  End of Key Stage 1: 77 % met age related expectations in reading.  End of key stage 2: 88% met age related expectations in reading. |
| To teach, model and support children through understanding own emotions: resilience building, sharing, perseverance, confidence and raised self- esteem | Full attendance to J Walker sessions by all children when in school and home school communication continued during lockdown by JWalker giving telephone support. Support continued through the summer break for some. Reports show learned application of strategies being made by children. |
| To improve basic literacy skills Y1 & y2 | 100% of PP children met phonics screening covering Phase 2-5 Letters and Sounds.  83% of **Y1** achieved phonics screening in- house assessment June 2021  93% of **Y2** children achieved phonics screening in December 2020.  76 % **Y3** children achieved ARE in Reading and 73% achieved ARE in Writing  25% of targeted PP met ARE in both R&W.  83%  **Y4** reached ARE in reading by July 2021.  86% reached ARE in writing  86% reached ARE in maths  87% **Y5** reached ARE in reading by July 2021.  87% reached ARE in writing  100% reached ARE in maths  88 % **Y6** reached ARE in reading by July 2021.  84% reached ARE in writing  88 % reached ARE in maths |
| To improve self –esteem, co-operation and collaboration skills within the class. | 80 % of PP were successful in attending and utilising techniques taught. However, one afternoon not sufficient- need to extend.  % on incidents did not reduce for specific case children- curriculum adapted and alternative interventions were put in place for those cases. |
| To secure transition back to school after lockdown-boost confidence, self- esteem and communication. | Children settled quickly on return- display improved confidence and communication in most children. Separate cases- readapted curriculum provision based upon need. Recovery Curriculum was a good tool for reintegration to school life- all PSHE lesson used this in Autumn term. |
| To enhance learning experience through IT access | All had access and where there was difficulty, school purchased additional internet access tokens for home, provided iPads/ lap tops or made hard copies of home learning packs and delivered to families not accessing internet. |

## 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 |
| Mental Health- Next Steps cards  Understanding emotions CPD and therapy group | CAMHs |
| Bespoke pastoral counselling service link to families | Joanna Walker Pastoral Counsellor |
| Self-regulation, resilience, team work- military group. | Military Style Education |
| Co-operation and collaboration through sport | Ian Collaghan- SFA |

## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Additional 1:1 readers with PP chn x 2 15 mins a week per child  4 x 1 hour lunchtimes-September 2020-July 2021  Military Style Education experience. Children will display improved communication and collaboration skills. Children will demonstrate greater independence. |
| What was the impact of that spending on service pupil premium eligible pupils? | 100% met at least age related expectations in reading, writing and maths.  50% met greater depth across RWM  100% met greater depth in maths  Improved behaviour during break times. Children display improved communication and collaboration skills. Children demonstrated greater independence. |

# Further information (optional)

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