# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and national tutoring programme for the 2022 to 2023 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 | Plantation Primary |
| Number of pupils in school | 494 (YR-Y6 461) |
| Proportion (%) of pupil premium eligible pupils | 34 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-25 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Simon Hanley |
| Governor lead | Mike Parsons |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £210,727 |
| Recovery premium funding allocation this academic year | £21,170 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £231,897 |

# 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  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 |

## 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 | Regular attendance and punctuality. |
| 2 | Poorer communication and social skills including self-confidence and resilience in some PP children. |
| 3 | The need to raise expectation of achieving higher scores for those PP children who are more able. |
| 4 | Lower baseline in maths, reading, writing and phonics for some PP children. |
| 5 | Difficulty in paying for events and activities, wrap around care (breakfast and after school clubs). |
| 6 | Parental engagement and aspirations for their children. |

## 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 ensure exceptionally high achievement for all PP learners through enhanced curriculum opportunities and support. | Disadvantaged pupils in EYFS will be supported to achieve at least in line with children of their own chronological age.  Disadvantaged pupils in KS1 will be close to or in line with the national average for other pupils in all subjects including Phonics (expected levels of attainment) i.e. difference from national will be no more than -1 as evidenced in Ofsted Inspection dashboard data.  Disadvantaged KS2 pupils’ progress will not be significantly below national other overall or for any prior attainment group in any subject i.e. progress will be expressed as a positive value in the Ofsted inspection dashboard data.  More able disadvantaged children will achieve the higher scores in the same proportion as non- disadvantaged children. |
| To develop learning opportunities for pupil premium pupils through the use of social and cultural experiences. | % uptake for events and activities, clubs etc. will be proportionately equal to the % uptake for non-disadvantaged children. |
| To ensure the quality of provision for personal development and welfare continues to be outstanding for all pupils, including PP pupils. | Records (e.g. behaviour logs) demonstrate that appropriate actions have been planned, undertaken and evaluated with the result that PP pupils develop resilience, social skills, behaviour for learning skills and that the children are safe and happy.  Where necessary, parents are supported by workshops, individual support and referral to external agencies.  Where appropriate, PP pupils are targeted for additional social and emotional support through the school’s nurturing provision. |
| To ensure PP learners attendance and punctuality is improving over time. | PP children’s attendance is improving over to come in line with whole school attendance figures and continues to diminish the difference.  Lateness for PP children is at least in line with whole school figures.  Regular attendance and punctuality improves educational outcomes through regular access to specific intervention work and other support in school.  Attendance meetings with families are better attended on a termly basis and lead to improvements for specific children. Better engagement as a result of SAS home visits leading to improvements in attendance e and punctuality. |

## 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: £14,817

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop and embed effective pupil feedback processes across school, including (but not exclusively) through the development of metacognitive and self-regulatory approaches. | EEF Teaching and Learning Toolkit - Feedback: Very high impact for very low cost based on extensive evidence  EEF Teaching and Learning Toolkit - Feedback: Very high impact for very low cost based on extensive evidence | 4  3  2 |
| Develop and embed systematic phonics programme (Read Write Inc. Phonics) across EYFS and KS1. | EEF Teaching and Learning Toolkit - Phonics: High impact for very low cost based on very extensive evidence  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  2 |
| Embed use of systematic phonics programme (Read Write Inc. Phonics) to include children in KS2 where relevant. | EEF Teaching and Learning Toolkit - Phonics: High impact for very low cost based on very extensive evidence  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  2 |
| Continued staff CPD in the teaching of phonics predominantly in EYFS and KS1 (Read Write Inc. Phonics), but also for KS2 where appropriate (chiefly but not exclusively in Y3 and Y4). | EEF Teaching and Learning Toolkit - Phonics: High impact for very low cost based on very extensive evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  2 |
| Continued staff CPD in the effective use of Mirodo and SATs Companion as an intervention tool in KS2.  *What is Mirodo (SATS Companion)?*  Supports teachers with simple, easy-to-use formative & summative assessments across KS2. From Spelling, Grammar and Punctuation to Reading and Maths, Mirodo’s bank of assessments and questions covers Years 3-6.   1. Thousands of prepared differentiated questions can help pupils to build fluency and problem-solving. Mirodo helps pupils set learning goals through adaptive learning to consolidate and extend their understanding of Maths and English. | EEF Teaching and Learning Toolkit - Individualised instruction: Moderate impact for very low cost based on limited evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Guidance Report: Using Digital Technology to Improve Learning - Four recommendations on using digital technology to improve children’s learning  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 4  3  2 |

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

Budgeted cost: £101,181

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All classes supported with Learning Assistant support for targeted interventions throughout the day. A flexible approach that is planned termly based on Pupil Progress meetings following summative assessments and is also adapted weekly and daily based on ongoing formative assessments throughout the school year. | EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - One to one tuition: High impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence | 3  4 |
| National Tutoring Programme to target small groups (1:6 or less) for regular targeted interventions. This will include support in the learning of phonics, comprehension and maths skills. | EEF Teaching and Learning Toolkit - One to one tuition: High impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence | 3  4 |
| Use of Mirodo and SATs Companion across KS2 to provide targeted intervention. This includes the purchase of iPads to provide increased access and greater flexibility in timetabling use.  *What is Mirodo (SATS Companion)?*  Supports teachers with simple, easy-to-use formative & summative assessments across KS2. From Spelling, Grammar and Punctuation to Reading and Maths, Mirodo’s bank of assessments and questions covers Years 3-6.   1. Thousands of prepared differentiated questions can help pupils to build fluency and problem-solving. Mirodo helps pupils set learning goals through adaptive learning to consolidate and extend their understanding of Maths and English. | EEF Teaching and Learning Toolkit - Individualised instruction: Moderate impact for very low cost based on limited evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Reading comprehension strategies: Very high impact for very low cost based on extensive evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Guidance Report: Using Digital Technology to Improve Learning - Four recommendations on using digital technology to improve children’s learning  EEF Guidance Report: Effective Professional Development - Three recommendations for designing and selecting effective professional development | 3  4 |

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

Budgeted cost: £115,899

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance SLA with LA and Learning Mentor working as Attendance Lead in school. | “Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.” *School attendance: Guidance for maintained schools, academies, independent schools and local authorities, August 2020* | 1 |
| Employment of 2x L3 Learning Assistants, coordinated by SENDCO to provide alternative provisions and therapies on a timetabled and ad hoc basis. Alternative provisions to include use of outdoor provision, sensory room, Relax Kids, Sensory Circuits, peer massage and lunchtime clubs.  Associated costs to resource facilities and sustain resources year on year. | EEF Teaching and Learning Toolkit - Individualised instruction: Moderate impact for very low cost based on limited evidence  EEF Teaching and Learning Toolkit - Small group tuition: Moderate impact for low cost based on moderate evidence  EEF Teaching and Learning Toolkit - Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence  EEF Teaching and Learning Toolkit - Behaviour interventions: Moderate impact for low cost based on limited evidence  “Nature and the Outdoor Learning Environment: The Forgotten Resource in Early Childhood Education” Cooper, Allen  *International Journal of Early Childhood Environmental Education*, v3 n1 p85-97 2015  *“Longitudinal studies now confirm the economic, academic, and social importance of high-quality early childhood education. At the same time, a substantial body of research indicates that an outdoor learning and play environment with diverse natural elements advances and enriches all of the domains relevant to the development, health, and well-being of young children.”*  World Health Organisation fact sheet ‘Physical Activity’ <https://www.who.int/news-room/fact-sheets/detail/physical-activity> | 2 |
| Flexible and scheduled access to Learning Mentor and other school-based services, e.g. Relax Kids. Access to external agencies support, e.g., counselling services through Oak Leaf. Organisation of and attendance at meetings such as TAF. | EEF Teaching and Learning Toolkit - Social and emotional learning: Moderate impact for very low cost based on very limited evidence  EEF Teaching and Learning Toolkit - Behaviour interventions: Moderate impact for low cost based on limited evidence | 2  6 |
| Support for parents with the cost of activities and events; this might include peripatetic music tuition, school visits and trips, additional school clubs (including wraparound services). | Social Mobility Commission  [State of the Nation 2022: A fresh approach to social mobility](https://www.gov.uk/government/publications/state-of-the-nation-2022-a-fresh-approach-to-social-mobility) | 5 |
| 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: £231,897**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Reading 2021-22   |  |  |  | | --- | --- | --- | | 1. **Key Stage 2** 2. Progress 3. All pupils: +1.2 4. Disadvantaged: +2.4 5. SEND: +0.9 6. Attainment 7. National: EXP = 74% GDS = 28% 8. All pupils: EXP = 72% GDS = 30% 9. Disadvantaged: EXP = 78% GDS = 26%   SEND: EXP = 33% GDS = 0% | 1. **Key Stage 1** 2. National: EXP = 67% GDS = 18% 3. All pupils: EXP = 73% GDS = 20% 4. Disadvantaged: EXP = GDS = 5. SEND: EXP = GDS = | 1. **Phonics** 2. Year 1 3. National: 75% 4. All pupils: 76% 5. Year 2 6. National: 87%   All pupils: 85% |   Writing 2021-22   |  |  | | --- | --- | | 1. **Key Stage 2** 2. Progress 3. All pupils: -0.9 4. Disadvantaged: -0.8 5. SEND: -3.2 6. Attainment 7. National: EXP = 69% GDS = -% 8. All pupils: EXP = 50% GDS = 12% 9. Disadvantaged: EXP = 43% GDS = 13%   SEND: EXP = 0% GDS = 0% | 1. **Key Stage 1** 2. National: EXP = 58% GDS = 18% 3. All pupils: EXP = 55% GDS = 7% 4. Disadvantaged: EXP = GDS = 5. SEND: EXP = GDS = |   Maths 2021-22   |  |  | | --- | --- | | 1. **Key Stage 2** 2. Progress 3. All pupils: +3.0 4. Disadvantaged: +2.8 5. SEND: +1.3 6. Attainment 7. National: EXP = 71% GDS = 23% 8. All pupils: EXP = 77% GDS = 32% 9. Disadvantaged: EXP = 74% GDS = 30%   SEND: EXP = 33% GDS = 0% | 1. **Key Stage 1** 2. National: EXP = 68% GDS = 15% 3. All pupils: EXP = 70% GDS = 23% 4. Disadvantaged: EXP = GDS = 5. SEND: EXP = GDS = |   Outcomes for pupils are assessed termly through summative assessments using NFER and ongoing formative assessments. This also includes termly internal peer moderation and external moderation with schools locally. Assessment data is scrutinised termly in pupil progress meetings between SLT and teachers. SLT also present termly data to Governors, including the Pupil Premium Link Governor. This provides opportunity for support and challenge, and sharing of how aspects will be developed to further impact on achievement. Disadvantaged children are a consistent aspect of focused discussion to check their progress and support in all these meetings.  KS2 SATs 2022 demonstrated similar or better positive VA for Maths, Reading and GPS with disadvantaged children VA higher than non-disadvantaged children in Reading and GPS. Writing demonstrated a slight negative VA for both disadvantaged and non-disadvantaged children, this VA score was similar for both groups. This is a similar picture to internal data across the school for KS2 cohorts, where any identified gaps are closed through the year and through the cohort’s journey through to the end of KS2. Gaps at EXS are generally smaller than those at GDS and more so in Maths. Gaps between disadvantaged and non-disadvantaged narrow as the children move through school and more successfully so in Maths. The gap between disadvantaged and non-disadvantaged in Reading and Writing is a focus and interventions such as the small group interventions through NTP have been particularly successful in closing this gap in 2021-22 and disadvantaged children often make more progress than non-disadvantaged children though targeted QFT and group interventions provided through the NTP.  KS1 SATs 2022 demonstrated a gap between Maths and Reading Scaled Scores with non-disadvantaged children performing better than disadvantaged peers on average. As reflected in the progress at KS2 above, internal data shows that this gap is at least reduced or overcome as cohorts move through school. Intervention through the NTP successfully targeted Phonics and the with end of Year 1 and end of Key Stage 1 data in line with National.  Attendance data is reviewed termly and shared with Governors. Attendance is also reviewed on a weekly basis by the Headteacher and Attendance Lead, the school’s Learning Mentor.  Attendance statistics 2021-22   |  |  |  | | --- | --- | --- | |  | disadvantaged | non-disadvantaged | | Present | 90.8% | 92.8% | | Authorised absence | 7.3% | 5.5% | | Unauthorised absence | 2.6% | 1.7% | | PA | 40.6% | 22.5% |   Attendance figures for 2021-22 show a slight gap between disadvantaged and non-disadvantaged children; however, PA for disadvantaged is well above. PA for all children is a priority for school attendance for all pupils and a focus of support from School and our work with Knowsley SAS (Schools Attendance Service). Home visits are provided by Knowsley SAS under the direction of School and pastoral support from is targeted at families by School services in Blossom Suite. Disadvantaged children are a priority in this work and School liaises closely with other agencies where relevant, for example, Social Care and Early Help. |

## 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 |
| Mirodo | Mirodo Education |
| SATs Companion | SATs Companion |
| Read Write Inc. Phonics | Ruth Miskin Training |