

St. Werburgh's Primary School 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	St. Werburgh's Primary
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Faulkner, Headteacher
Pupil premium lead	Anna Benoit, Deputy Headteacher
Governor / Trustee lead	Michelle Purdie, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,181.66
Recovery premium funding allocation this academic year	£119,285
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	£218,466.66

Part A: Pupil premium strategy plan

Statement of intent

At SWP we want our disadvantaged children to reach their full potential. We want them to leave our school having attained national expected outcomes in line with their peers and with elevated life chances. We want them to have opportunities of enrichment that may otherwise not be available to them, to broaden their imaginations and open up worlds of possibility to them. And we want them to have high aspirations and expectations for themselves.

In order to achieve these objectives, we have identified common barriers faced by our disadvantaged children and aim to reduce these. As well as supporting them in the core subjects, and to help enable us to do so, we work with them to improve their social and emotional wellbeing. We also encourage all children to take part in the enriching activities provided by our Irresistible Curriculum and have school policies in place to ensure our disadvantaged children are never excluded from these due to financial constraints.

The key principles of our strategy are: to maximise learning opportunities through quality first teaching; to have targeted, evidence based interventions with highly trained support staff; and to have trained ELSAs on both sites to help children to be emotionally receptive to learning, and to provide high quality CPD for staff in order that they may do the same.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that children have lower language, attention and comprehension skills, particularly in EYFS and KS1.
2	Observations and discussions have shown that many children have social and emotional issues. Lots more children need support with mental health and wellbeing in order to be ready to learn.
3	Internal assessments show that there are gaps between disadvantaged pupils and their peers in reading, writing and maths.
4	Attendance and punctuality of disadvantaged needs to improve as data shows that attendance (currently 94.5%) is lower than that of non-disadvantaged pupils. Discussions show that punctuality is also a concern for some children meaning key learning at the start of the day is missed.
5	40% of our disadvantaged children also have English as an additional language and assessments have shown that this can cause a barrier to children's attainment.

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
Attendance will improve and children will arrive on time and ready to learn and engaged in their learning	<ul style="list-style-type: none"> ● The number of persistent absentees will reduce (currently 25 – at the end of term 6 there are 23 pp persistent absentees) ● The attendance of pp children will improve to be in line/ above national (pp is currently 93.3%) ● Children will feel supported and will be engaged in the lesson (pupil voice and learning walks show this is the case). ● The number of behaviour incidents for pp children will reduce (the number of incidents have reduced from 400 to 220)
Gaps will be reduced and disadvantaged outcomes will be in line or above National	<ul style="list-style-type: none"> ● The % of children achieving GLD will be in line with all pupils (July 22 – 83% of pp chn achieved GLD, above 73% all chn) ● The % of children achieving the expected standard in phonics will be in line with all pupils (July 22 – 53% of pp children passed compared to 70% of all chn – ULS training has now happened for all staff and will be used with fidelity) ● The percentage of children achieving the expected standard in RWM combined at the end of KS1 will be in line with national (July 22 – 29% of pp children achieved this compared to 52% of all chn. CUSP curriculum and use of Pixl to address this gap) ● The percentage of children achieving the expected standard in RWM combined at the end of KS2 will be in line with national (July 22 – 52% of pp chn achieved this which is just below all chn 65%)
Children’s language, attention and comprehension skills will improve	<ul style="list-style-type: none"> ● The percentage of children achieving the ELG for communication and language and listening and attention will improve from the end of 2021 (L&A 74%; U 68%; S 58%) (July 22 - L,A,U = 92%, S = 92%) ● There will be an increase in the percentage of pp children at the expected standard in oracy. July 2022: Y1: 47%; Y2: 71% to 63%; Y3: 55% to 58%; Y4: 54% to 41%; Y5: 60% to 64% Y6: 76% to 77%

	<ul style="list-style-type: none"> • There will be improvements in children's comprehension skills (evidenced by Pixl scores – Y6 increased from 26 to 33 on average, Y5 from 23 to 27, Y4 from 21 to 28, Y3 from 15 to 19)
Children's proficiency in English will improve	<ul style="list-style-type: none"> • Children will move to a higher 'band' in English proficiency (currently 4% band A; 7% band B; 44% band C; 33% band D; 9% band E) (currently A=2%, B=6%, C=23%, D=23%, E=18%)

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: £108,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Join the Voice 21 programme and ensure all staff are trained	Success in literacy relies on the secure development of language and these skills are amongst the best predictors of educational success. It is therefore crucial that approaches to supporting children's language development are offered as a central component of a school's literacy curriculum. (EEF improving literacy at KS1 , EEF improving literacy at KS2)	1,5
Implement an effective systemic phonics programme and train all staff	Systemic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through organised sequence. Phonics quickly develops word recognition and spelling. (EEF improving literacy at KS1) Reading enjoyment has been reported as more important for children's educational success than family's socio-economic background' (OECD, 2002)	1,3
Employ a speech and language therapist to assess and support children and train teachers to teach using Word Aware and LSAs to lead interventions	On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers (Investigating the role of language in children's early educational outcomes, DfE)	1
Core subject leaders have additional time out of class to support the teaching of their subjects across the school	Schools should invest in developing practitioners' own understanding of a subject, their understanding of how children typically learn and how this relates to effective pedagogy (EEF improving mathematics , EEF improving literacy at KS1 , EEF improving literacy at KS2).	3
Train and resource to have two qualified ELSA	It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life. It has been found that programmes that focus on enhancing emotional literacy improve	2,4

	academic performance and behaviour (Carnwell & Baker, 2007).	
Implement PAS (powerful action steps) to support teachers in improving the quality of their teaching	Instructional coaching is a form of professional development. High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts. (EEF effective professional development)	2,3,5
Phase leaders have release time to team teach and support teachers, run interventions, provide feedback to children, monitor behaviour and learning	Feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be (EEF guide to effective feedback). See instructional coaching above	3,4

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

Budgeted cost: £56530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in Talk boost and train staff to run it across phase 1	Talk Boost is an evidence based intervention that is proven to narrow the gap between 4-7 year olds with language delay and their peers. It has a built-in assessment system so that progress can be measured. It is delivered by trained teaching assistants whose class teacher must also attend the training to ensure that the teacher can build on the work that is being done in the small group sessions (Talkboost and PP – Ican).	1,5
Further embed the use of Pixl throughout the school	Use high-quality information about pupils' current capabilities to select the best next steps for teaching. Teaching that adapts to pupils' needs is more efficient because effort is focused on the best next step and is not wasted by rehearsing skills or content that a child knows well. (EEF improving literacy at KS1 , EEF improving literacy at KS2)	3
Put in place additional tutoring, conferencing time and small group interventions (includes Action Tutoring, teacher and LSA-led groups and interventions)	Use high quality structured interventions to help pupils who are struggling with their literacy. Intensive small group and 1:1 support seems the most impactful. (EEF improving literacy at KS1 , EEF improving literacy at KS2)	3

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide subsidised breakfast clubs places and snacks throughout the day to support learning	Children need their physiological needs met first. (Maslow's hierarchy of needs ; Improving Behaviour in schools , EEF)	2,4
Subsidise music lessons, trips and camps	Research showed that arts and educational experiences can significantly improve school engagement, college aspirations and children's empathy with others. (Bowen and Kiseda, 2019)	1,4

Have a learning mentor to run interventions and support children and families	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (EEF)	2, 4
Attendance team to monitor and support with attendance	Findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour (Supporting the attainment of disadvantaged pupils: articulating success and good practice, DfE))	2,4
Supervision and support from behaviour specialist	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment (EEF)	2,4

Total budgeted cost: £ 229,530

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 2021 to 2022 academic year.

- Join the Voice 21 programme and ensure all staff are trained - Currently in the second year, lesson observations and learning walks have evidence the impact of explicit oracy teaching – see Oracy report and data above. Project is having a positive impact so should be continued. next step: oracy mapped out across CUSP)
- Implement an effective systemic phonics programme and train all staff - Unlocking Letters and Sounds has been bought, all staff have now had training on the lessons and interventions. Continuous formative assessment will identify gaps that can be addressed. The positive impact can be seen in Reception and year 1. Although not all children passed the phonics check, their scores and knowledge and understanding of phonics have improved through the use of ULS. Continue next year in order to see the impact of it in all year groups.
- Employ a speech and language therapist to assess and support children and train teachers to teach using Word Aware and LSAs to lead interventions - SALT works in school 1 day a fortnight. She has lead whole school training on Zones of Regulation which will be incorporated into our behaviour and motivation policy. She has trained individual staff and teams on colourful semantics, attention autism, word aware and talk boost. Talk boost has shown positive impact on those children who take part (see SALT report). Data above for LAU and S show good progress. This work will continue next year with the trained LSAs running the interventions.
- Core subject leaders have additional time out of class to support the teaching of their subjects across the school - Team teaching and planning, the maths lead has also worked with LSAs to improve the interventions the children receive. Impact has been shown in reading and maths but less in writing. This will continue as data shows the positive impact it has – see end of year data reports.
- Train and resource to have two qualified ELSA - This has had a positive impact on key children. Next year both ELSAs will be full time ELSA/Learning mentors and not working 1:1 with children. Use of Acorn and Lavender as Nurture rooms to support children.
- Implement PAS (powerful action steps) to support teachers in improving the quality of their teaching - This year our ECTs and MPS teachers have received coaching. This has worked well for our ECTs but has not been as consistent as we would have liked for our MPS teachers. We will look into ensuring more staff have access to this and use our reflections from this year in order to ensure it is consistent going forward.
- Phase leaders have release time to team teach and support teachers, run interventions, provide feedback to children, monitor behaviour and learning - Phase leaders support teachers in class, meet with parents to support with attendance and run small group interventions. This has supported teachers to deliver quality first teaching. Phonics and writing interventions have been run in each phase.

- Invest in Talk boost and train staff to run it across phase 1 – Talkboost intervention has been run in year Reception and 1.16 children completed the Talk Boost intervention and data shows they made good progress (please see SALT report for further info).
- Put in place additional tutoring, conferencing time and small group interventions (includes Action Tutoring, teacher and LSA-led groups and interventions) - HLTA groups have shown progress in reading and spelling scores. This will be continued next year. Groups and individuals taught by an experienced UPS teacher (funded by school-led tutoring) has shown good impact which has transfereed into lessons. Next year we will have 2 experienced teachers doing tutoring during and after school. Action Tutoring has had mixed impact. Attendance has not been consistent Children have not always been punctual. Although some children did make progress from their baseline, some children did not. Next year we will have more school-led tutors as they have more positive impact on children's learning in class and feedback to the teachers is good.
- Further embed the use of Pixl throughout the school – Pixl assessments and QLAs have been used in years 1 – 6. Gap analysis has been used to inform planning and therapies and resources have been used to close the gaps. Core meetings were run by phase leaders which has not been very manageable. Next year, the assessment lead (and DHT) will lead these weekly on a rotation. This will ensure that key marginals will be identified and intervention put in place sooner.
- Provide subsidised breakfast clubs places and snacks throughout the day to support learning – Breakfast club has been offered to all pp children for £1 this year which has increased the uptake from 6 pp children attending to 14, helping to reduce the number of persistent lates. This will be continued next year. Snacks have been provided for key children and for those who have tutoring. This has helped keep children engaged and will be continued.
- Subsidise music lessons, trips and camps – camp has been subsidised by 50% by the John James Foundation. Next year we need to make trip subsidies more equitable. At the moment those children who require support have it but not all families are offered it.
- Have a learning mentor to run interventions and support children and families – The learning mentor has supported families in school and at home. Next year we have a new learning mentor assistant who can support children and families on Silver Birch. We will therefore have a learning mentor (who is ELSA trained) on each site.
- Attendance team to monitor and support with attendance - attendance team meet regularly, they get support from the EWO when needed, action plans are in place for key children. Attendance for pp children for the year is 93.3% which is below National.
- Supervision and support from behaviour specialist - 1 session booked this year, next year this has been planned in for 3 x across the year, new pastoral assistant head will be able to lead on these.

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)

In addition to the strategies outlined above we will also have additional activities/ strategies in place that are not funded by the pupil premium.

These include:

- Bikeability. A trained Bikeability coach taught 6 children how to ride a bike.
- Bristol Plays Music offers a 50% subsidy for pupil premium children to have small group and individual music lessons and 2 children have free Rocksteady sessions.
- Pupil premium children are prioritised to read with additional adults or volunteers
- Spare uniform and sports/ swimming kit is available for children to borrow
- Pupil premium children are known by all adults in the class and are prioritised for support in class and their books are marked first.
- We run an annual careers fair that is aimed towards pupil premium children. This gives children a chance to talk to and ask questions to people in different careers – PP children from across the Trust also came to this year's event.