

St. Werburgh's Primary School Pupil Premium Strategy Statement - 2022-23

This statement details the School's use of Pupil Premium funding (and Recovery Premium funding for the 2022-23 academic year) 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 funding had within the School.

School overview

Detail	Data
School name	St. Werburgh's Primary
Number of pupils in school	387
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	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Faulkner, Headteacher
Pupil premium lead	Olivia Dowle, Assistant Head
Governor / Trustee lead	Ifrah Omar, Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193, 845
Recovery premium funding allocation this academic year	£19, 285 <small>(based on 133 PP chn)</small>
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	£213,130

Part A: Pupil premium strategy plan

Statement of intent

St Werburgh's Primary school is an inner-city school that is at the heart of a local community. We value the importance of working in partnership with our children and their families to foster a true sense of belonging. Through building strong relationships with parents and understanding the school's context, we ensure trust and engagement.

In knowing our families and starting with the needs of individual pupils we have an understanding of how socio-economic disadvantage can impact our children's well-being and learning. Using assessment and not assumptions, we are able to monitor emerging themes and common issues, and address them. As well as research evidence informing our decision-making, we also use a filter of '*good for all, harmful for none and best for our most vulnerable children*' when considering what provision will be put in place.

Our school values of *Kindness, Curiosity and Commitment* underpin the intent of this strategy. We want our disadvantaged children to reach their full potential. We want them to leave our school having attained national expected outcomes in core subjects in line with their peers, and with elevated life chances. To enable us to ensure this happens, we work with them to improve their social and emotional wellbeing as well.

We also want to provide them with opportunities of enrichment that may otherwise not be available to them, to broaden their imaginations and open up worlds of possibility to them. We 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 opportunities due to financial constraints.

Overall, we want the children at St Werburgh's to have high aspirations and expectations for themselves.

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) • The attendance of PP children will improve to be in line/ above national (PP is currently 94.5%) • Children will feel supported and will be engaged in the lesson (pupil voice, learning walks) • The number of behaviour incidents for PP children will reduce
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 • The % of children achieving the expected standard in phonics will be in line with all pupils • The percentage of children achieving the expected standard in RWM combined at the end of KS1 will be in line with national • The percentage of children achieving the expected standard in RWM combined at the end of KS2 will be in line with or above national

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%) There will be an increase in the percentage of children at the expected standard in oracy. Y1: 57%; Y2: 50%; Y3: 59%; Y4: 63%; Y5: 75% (2021 per year group) There will be improvements in children's comprehension skills (evidenced by Pixl scores)
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)

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: £113,649.27

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	Systematic 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 academic performance and behaviour (Carnwell & Baker, 2007).	2,4
Implement instructional coaching 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
In September 2022, we introduced the CUSP curriculum and the CEEAAC teaching model to ensure there is consistency and high quality first teaching.	CUSP is an ambitious curriculum that is knowledge and vocabulary rich. It has clear teaching sequences and its practices are evidence informed. The CUSP curriculum has been developed by a research school driven by closing the disadvantage gap. (EEF improving literacy at KS1 , EEF improving literacy at KS2 , https://www.aft.org/periodical/american-educator/spring-2012/principles-instruction)	1,3
Appoint a music specialist to ensure music progression throughout the School and high quality music clubs are provided.	In employing a music specialist the chn will be exposed to high-quality teaching and learning in this area of the arts. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF Arts Participation Findings)	2,4

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

Budgeted cost: £39,340.47

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 – lcan).	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	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
Ablaze reading buddies to read with PP children once a week	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)	1,3

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

Budgeted cost: £62,025.58

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 and swimming lessons	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/ELSA 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
National Online Safety subscription. Providing training, lesson plans and parental guidance	Research conducted by the Education Policy Institute (EPI) and Wellcome found that high-quality CPD can significantly impact pupils' learning outcomes. In particular, the impact of CPD on pupil outcomes compares to the impact of having a teacher with ten years of experience rather than a new graduate. (National Online Safety)	2

Total budgeted cost: £215,015.32

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.

- *The gap was reduced between disadvantaged learners and their peers in communication and language so we will continue with the same strategy.*
- *ELSA support had a positive impact, but only on a few children. We will train another member of staff and increase the ELSA timetable so that more children can be impacted by this and have emotional support.*
- *Attendance has been a concern due to Covid-19. We will form an Attendance Group to support children coming back into school under current circumstances.*
- *Phase leaders have not had as much impact as usual due to not being able to cross bubbles. We will continue with this strategy as it has previously had a positive impact.*
- *Data shows that the gap was reduced in reading. This was a subject that could be more easily supported remotely during school closures. The gap in writing was reduced in the older years but widened in EYFS and KS1. On further analysis, it was vocabulary and sentence composition which needs to be supported more next year through the embedding of Voice 21.*

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:

- Commissioning an external Pupil Premium review by another trust.*
- Continually investing in a safe, calm and high quality emotional and physical environment for the children to learn in.*
- Zones of Regulation: a systematic, cognitive-behavioural approach used to teach self regulation and support children to be successful socially. Training for teachers and support staff and approach being rolled out across the School and for individual children.*
- Parent Gym: run by one of our trained ELSAs. Targeted six-week programme that explores practical tips and strategies. Builds supportive links between the school and the parent/carer community.*
- Reception teachers using the 'In the Moment Planning' approach meet with parents of pupil premium children termly.*
- Bikeability. A trained Bikeability coach will support those children who cannot yet ride a bike, prioritising PP children.*
- Bristol Plays Music offers a 50% subsidy for PP children to have small group and individual music lessons.*
- Music specialist targets PP children to join his choirs/orchestras.*
- Bristol Sports provides free places for PP children in all its sports clubs.*
- PP children are prioritised for reading with additional adults or volunteers.*
- Spare school uniform and sports/swimming kit is available for families of PP children to borrow.*
- PP 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 and invite PP children from across Cathedral Schools Trust to attend.*