

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	Laithes Primary School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	3/11/2021
Date on which it will be reviewed	February 2022
Statement authorised by	IEB November 2021
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,065
Recovery premium funding allocation this academic year	£21,505
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	£1,967,284

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals and that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The Key Principles of this strategy are:

- Ensuring that all teaching is good or better.
- To allocate specialist staff to deliver interventions in Speech, Phonics and Reading.
- 1-1 support for identified children
- Targeted support for all children through bespoke training for all Teaching Assistants.
- Additional SEMH support

Challenges

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

Challenge number	Detail of challenge
1	Low attainment upon entry to school in CLL. Poor communication skills and poverty of vocabulary
2	Many pupils have low levels of resilience and self -belief
3	Attainment gap in Reading for PP group
4	Attainment gap in children achieving Greater Depth particularly in Writing
5	Lower than average attendance for PP group

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
Improved attainment for pupils eligible for PP funding in reading, writing and maths	<p>Pupils eligible for PP make progress in line with, or greater than, non-PP pupils across KS1 and KS2.</p> <p>Gaps analysis in reading, writing and maths is used by teachers to underpin lesson planning</p> <p>Gaps analysis in reading, writing and maths provides targets for PP Progress meetings. Pupils exercise books clearly show learning sequences in all subjects designed to address gaps in understanding</p>
No significant attainment gap between higher achieving children eligible for Pupil Premium, and their non-PP peers.	<p>Data shows no significant attainment gap between higher achieving children eligible for Pupil Premium, and their non-PP peers.</p> <p>Increased number of children achieving Greater Depth in Writing.</p>
All children to be in receipt of good or better teaching	Quality first teaching and targeted interventions ensure gaps are addressed and % of children achieving at or above ARE increases
Increased attendance for pupils eligible for PP.	<p>Attendance for pupil premium children is in line with National <96%</p> <p>Daily monitoring of PP attendance – target families to receive home visit on Day 1.</p>
<p>Pupils well -being is supported effectively to ensure they are ready for learning and develop a passion for learning</p> <p>Pupils develop stamina and independence to achieve personal targets and are well prepared for success in later life</p>	<p>'Incredible Me' interventions and 'Feelings Group' to support any PP children who have SEMH barriers.</p> <p>'Incredible Me' strategies embedded throughout the school.</p> <p>Where appropriate PP children are prioritised at cultural, sporting and other external activities</p>

<p>High quality curriculum initiatives are targeted to address poverty of vocabulary</p>	<p>Classrooms, quality of teaching and evidence in books demonstrate high quality language acquisition as a priority</p>
<p>Parents and carers are encouraged to play an active role in their child's education</p> <p>Children and families believe they can do well in the future</p>	<p>Number of parents/carers attending events increases.</p> <p>Parents are able to actively engage with Remote Learning if required.</p> <p>PP children are swiftly referred to the Family Support Worker when required.</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: £ 102,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of reading to be systematic and high quality. Ongoing RWI training and support from the English Hub.</p> <p>Teachers and TAs delivering daily RWI in EYFS, KS1 and interventions in KS2</p> <p>Phonics lead to be non class based 1 day per week for coaching</p> <p>Assistant Head to lead Reading Y2-Y6 (non class based 1 day per week)</p>	<p>EEF</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	3
<p>More challenging writing teaching sequence to be embedded in all classes.</p> <p>Year 5 teacher to attend The Writing Project (Learners First)</p>	<p>The Writing Project content is aligned to the key principles of assessment for learning and responsive teaching. Teacher feedback is essential to the ethos of delivery. Qualitative feedback from the Learners First 2020/21 cohorts indicated:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Over 93% of teachers thought the programme met its objectives very well. <input type="checkbox"/> Over 94% of teachers rated the teaching sequence work as very effective or effective. <input type="checkbox"/> Over 93% of participants felt they could confidently implement taught strategies as a result of their participation in the project. 	4
<p>CPD on metacognition and self-regulation approaches to teaching.</p>	<p>EEF</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	2

	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early speech and language intervention to narrow vocabulary gap on entry to school	<p>EEF Findings</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development</p>	1
<p>Keep-Up Phonics sessions</p> <p>Staff trained in 1:2:1 RWI</p>	<p>EEF places 1:1 tuition high on their scale of effectiveness (+5 months) and report that small group tuition is effective with feedback from teacher and work which is matched to learners' needs (+4 months).</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1 and 3
HLTA to deliver YARK intervention in KS2 two mornings per week.	<p>EEF (+5 months)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	3

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

Budgeted cost: £ 117,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase parental engagement.</p> <p>Workshops which encourage parents to support their children with reading and more intensive programmes for families in crisis. PSA and Learning Mentor to deliver Solihull parenting course. PSA – 5 days Learning Mentor 5 days</p>	<p>EEF</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>2 and 5</p>
<p>Deputy Head teacher (SENDCO and Inclusion lead) to be non-class based</p> <p>Learning mentor to develop children's social and emotional wellbeing. To target PP children underachieving because of social, emotional and behavioural reasons.</p> <p>Weekly Feelings Group to support SEMH.</p>	<p>EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Internal data shows reduction in FTE and reduction in behavioural incidents. Reduction in bullying incidents. Improved attendance and attainment for vulnerable groups.</p>	<p>2 and 5</p>
<p>EWO Attendance Package. Parent Support Advisor able to conduct regular home visits to ensure good attendance and punctuality. Regular monitoring and contact with families.</p>	<p>Education Inclusion and Partnership Team (EIPT)- evidence indicates importance of an effective attendance policy which includes a range of strategies.</p> <p>Ensuring effective data systems and leadership are in place around attendance, to ensure the targeted implementation of intervention and support for students.</p> <p>The use of comparison letters to parents to address any bias they may have about their child's level of absence, compared to their peers.</p> <p>The use of 'nudge texts' directly to the 'at risk' students to encourage them to attend school more regularly.</p> <p>In school monitoring and support of students to keep their attendance on track.</p>	<p>5</p>

Total budgeted cost: £ 243,509

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.

Year 2 Phonics Analysis November 2020

Overall Stats	% of pupils who passed the Phonics check		Average Pass Mark
Barnsley Local Authority		80.8%	34
All Pupils	40	89.3%	35
Males	21	90.0%	35
Females	19	88.9%	35
Disadvantaged Pupils	19	89.5%	34
Non Disadvantaged Pupils	17	90.5%	34
FSM6 Pupils	19	89.5%	34
Non FSM6 Pupils	21	90.5%	34
EAL Pupils	3	100.0%	38
Non EAL Pupils	37	89.2%	34

NOTES FOR CONSIDERATION

- Students sat the Phonics assessment in Autumn Term of Year 2 due to the pandemic, rather than Summer Term of Year 1 as in previous years so results are not directly comparable

- the pass mark for the Phonics assessment was 32 out of a possible 40

The gap in disadvantaged/ non-disadvantaged narrowed in 2020. See historic data below.

Phonics Historic data	2017	2018	2019

	NOR	%	NOR	%	NOR	%
Pass Y1 32+	67	55.2%	56	58.9%	57	73.7%
National		81.2%		82.5%		81.9%
Dis/PP	36	47.2%	33	51.5%	31	64.5%

Attendance Whole School	Aut 1	Aut 2 From start of year to end of Aut 2	Spr 1 From start of Year to end of Spr 1	Spr 2 From start of year to end of Spr 2	Sum 1 From start of year to end of Sum 1	Sum 2 From start of year to end of Sum 2
2016-2017	95.4	93.8	93.4	93.6	93.8	93.7
2017-2018	93.1	93.6	93.0	93.2	92.7	92.5
2018-2019	94.63	94.77	94.9	96	94.93 (1.8% G code)	94.63
2019-2020	94.8	91.0	96.7			
2020-2021	95.2	96.5		96		95.5

Overall absence for school significantly improved in the year 2019-20 prior to national lockdown. School 2017/18 = 6.97%, School 2018/19 = 4.86% (Diff. -2.11%), the school continues to narrow the gap on national average

Academic year 2020-21					
<u>Total Attendance</u>	Whole School %	Other Pupil %	Disadvantage Pupils %	SEN Support %	EHCP %
Including Nursery	95.5%	95.9%	94.9%	96.3%	94%
Excluding Nursery	95.70%	95.68%	94.9%	96%	93.9%

