

Pupil premium strategy statement 2021-2022

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	William Read Primary School and Nursery
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Travis Martinson, Headteacher
Pupil premium lead	Travis Martinson, Headteacher
Governor / Trustee lead	Jenny McCutcheon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,750
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5000
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	£149,800

Part A: Pupil premium strategy plan

Statement of intent

It is our intent to ensure our curriculum is inclusive so that all children, regardless of background or need, may achieve to their full potential. We use our pupils premium funding to improve educational and pastoral outcomes for disadvantaged pupils in our school. Our disadvantaged children face additional challenges in reaching their potential at school and have a number of barriers upon arrival at school. All members of staff and the governing body accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objective for our disadvantaged pupils is that they may achieve in-line with those pupils not eligible for pupil premium fund nationally and that on-entry barriers may be reduced whilst pupils progress through our school. For some children this may not be aspirational enough, particularly for those disadvantaged pupils who are more able. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children. In order to do this, we aim to do the following:

- Ensure all staff, including apprentices, have sufficient understanding of the needs of the children to be able to deliver a curriculum which successfully meets their needs. In particular, as the acquisition of language is a specific barrier for our disadvantaged children, we aim for all staff to have sufficient training to deliver the phonics scheme effectively
- Ensure whole class reading sessions develop children's vocabulary and reading skills, including challenging more able early readers where appropriate.
- Ensure our reading resources (ReadWriteInc and Accelerated Reader) are used to their best effect to ensure greater progress in reading.
- Ensure all staff receive CPD necessary to deliver high quality first teaching in reading and in a broad and balanced curriculum.
- Increase our teaching capacity - provision of additional teachers to support children to make rapid progress
- Ensure that early reading interventions are in place - provision of a reading recovery teacher and reading team to support children not make expected progress in early reading
- Ensure pupils' pastoral needs are met through use of pupil and family services – employment of pastoral services staff, including counsellors to provide family support

and emotional support for children

- Provide extra-curricular opportunities – provision of ‘memorable experiences’, outdoor and residential opportunities

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate a language and vocabulary gap among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. This negatively impacts their acquisition and understanding of vocabulary and their understanding of reading.
2	Assessment, observations and internal school data (both internal and historic) of pupils indicate a lack of reading miles at home. This is evident from Reception through KS1 and KS2 and in general, is more prevalent among our disadvantaged pupils than their peers. This negatively impacts their reading in school.
3	Internal and historic assessments indicate that reading development and attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably lower resilience and poor mental health among our disadvantaged pupils.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

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 progress and attainment in reading among disadvantaged pupils.	<ul style="list-style-type: none"> • Exceed national average progress scores in KS2 • Narrow gap with national average at age expected in KS1 by 10% • Achieve national average in phonics in year 1 and year 2
Improved progress and attainment in writing among disadvantaged pupils.	<ul style="list-style-type: none"> • Exceed national average progress scores in KS2 Writing • Narrow gap with national average at age expected in KS1 Writing by 10%
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Exceed national average progress scores in KS2 Maths • Narrow gap with national average at age expected in KS1 Maths by 10% • KS2 maths outcomes in 2021/22 show that disadvantaged pupils meet the national expected standard.
Improve and sustain the attendance of all our pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of disadvantaged pupils who are persistently absent being no more than 1% lower than their peers.
Narrow the attainment gap caused by partial school closures	<ul style="list-style-type: none"> • Disadvantaged pupils achieve in-line with peers in reading, writing and maths • Additional support develops and deepens the understanding of disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities particularly among disadvantaged pupils

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: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Booster Teacher (0.4) to support pupils within key year groups. Use of existing staff to take 1:2:1 tutoring roles	EEF Teaching & Learning Toolkit covers a widerange of strategies we use our booster teacher for. <ul style="list-style-type: none"> • Feedback +6 • Individualised instruction (where appropriate) +4 • Reducing class sizes (by moving to groups within Year 6) +2 • Within class attainment grouping +4 	1,2,3,6
Purchase of standardised diagnostic assessments through Cornerstones Tests Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Additional staff training and CPD opportunities, aimed at improving quality first teaching and provision for all pupils,	EEF Guide to Pupil Premium Point 3: Quality teaching helps every child <ul style="list-style-type: none"> • Staff survey data collected show staff feel CPD had a positive impact on their quality of teaching. 	1,2,3,4
Embed RWI to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Teaching & Learning Toolkit • +5 for phonics	1, 2, 3, 4, 6
Enhancement of our teaching and curriculum planning in line with DfE and	There is extensive research to state that learning through doing and enjoyment will positively influence better attend-	3,5

EEF guidance. Making sure that every class has a hook or a trip to springboard their learning.	ance and knowledge rich learning.	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

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

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. NELI and RWI	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Targeted academic support through use of Pastoral support meetings and Family Liaison to engage parents and offer support in developing communication, encouraging parents to support their child's learning and more intensive support for families in crisis.	Parental engagement has a positive impact on pupils wellbeing and outcomes for children. • EEF Teaching & Learning Toolkit +4 for parental engagement	1,2,3,4,5,6
Engaging with the National Tutoring Pro-	Tuition targeted at specific needs and knowledge gaps can be an effective method	1,2,3,6

gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	to support low attaining pupils or those falling behind: <ul style="list-style-type: none"> • EEF Teaching & Learning Toolkit +4 for small group tuition 	
Targeted counselling, access to an Educational Psychologist and additional support to develop pupils social and emotional skills.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Trauma Perspective Practice behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set	All

	a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £149,800

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, additional training in Google Classroom and devices delivered to the most vulnerable pupils.

Although overall attendance in 2020/21 was lower than in the preceding year at 93%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Times Table Rockstars	TT Rockstars
Read Write Inc	Oxford Owl
Target Tracker	Data Analysis and Tracking
Accelerated Reader	Renaissance Learning

Numbots Cornerstones Maestro	Numbots Cornerstones
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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.