

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Totley Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 22 2022 - 23 2023 - 24
Date this statement was published	November 2021
Dates on which it will be reviewed	December 2022 December 2023
Statement authorised by	<a href="#">Ben Paxman</a> , Headteacher
Pupil premium lead	Ben Paxman
Governor / Trustee lead	Greg Raynor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,100
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,610

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children at Totle Primary make exceptional progress. Our goal is for them to be appropriately challenged and supported to fulfil their potential in every aspect of their development. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, whatever their starting points and including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who are working with external agencies and young carers and those whose education has been worst affected by the Pandemic. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. This activity is also integral to our wider school plans for educational recovery.

High-quality teaching lies 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 children thrive in all aspects of their development. To ensure they are effective we will:

- have the highest of expectations for all children, including those who are disadvantaged, and ensure they are challenged in the work that they're set
- act early to intervene at the point need is identified
- pay particular attention to tailoring provision precisely to meet the needs of disadvantaged children
- adopt a whole school approach in which all staff take responsibility for maximising disadvantaged children's outcomes, whilst nurturing them holistically.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>The education 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Across Y1-6, at the end of the 2020-2021 academic year, only 58% (reading), 41% (writing) and 61% (maths) of disadvantaged pupils achieved ARE+ compared with 77% (reading), 71% (writing) and 77% (maths) of their non-disadvantaged peers.</p>
3	<p>Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, notably due to anxiety and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Their lesser access to wider experiences, resources and opportunities for learning typically impacts negatively on confidence, resilience and self-esteem.</p> <p>Teacher referrals for wellbeing support have markedly increased during the pandemic. 12 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
4	<p>Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.5% - 3% lower than for non-disadvantaged pupils.</p> <p>Between 17% - 24% of disadvantaged pupils have been 'persistently absent' compared to 5% - 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
<p><b>1. Phonics and Early Reading Fluency</b> Phonics teaching is of high quality and interventions are in place to address gaps and support any children who are behind in catching up quickly.</p>	<ul style="list-style-type: none"> <li>● All phonics meets the 'highly effective' criteria of our teaching and learning profile</li> <li>● The vast majority of children are at least in line with age related expectations as shown on the phonics tracker</li> <li>● At least 95% of children pass Y1 phonics screening and the vast majority of children in Y2 and Y3 children pass through catch up work.</li> </ul>
<p><b>2. Quality First Teaching and Tailored Provision</b> All children experience a broad and balanced curriculum, which is implemented highly effectively through exceptional teaching. Provision is regularly re-assessed to ensure that the learning needs of all children but especially those who are disadvantaged pupils are met. The aim is that gaps in knowledge and understanding are identified and addressed quickly to allow children to catch up and keep up with the curriculum.</p>	<ul style="list-style-type: none"> <li>● All teachers meet the criteria of the 'Effective' teaching and learning profile, with most achieving the 'Highly Effective' criteria</li> <li>● 95% of children meet their personalised targets in Reading, Writing and Maths.</li> <li>● Disadvantaged children across school are tracked and knowledge retention is good</li> <li>● Provision mapping is responsive to need and effective in closing gaps</li> </ul>
<p><b>3. Nurture and wellbeing</b> All children, but especially those who are disadvantaged, are well regulated and supported with emotional and mental health needs. The playtime environment and experience is improved.</p>	<ul style="list-style-type: none"> <li>● Tracking shows that disadvantaged children are a focus for enhanced support from our wellbeing team</li> <li>● 100% of disadvantaged children say they feel safe in school</li> <li>● 'Turnaround time' tracking shows that uptake from disadvantaged children is strong. Playtime behaviour incidents are reduced in number</li> <li>● There is an increase in participation in enrichment activities for disadvantaged children</li> <li>● Children say that their playtime experience has improved</li> </ul>
<p><b>4. Oracy</b> Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>

	<ul style="list-style-type: none"> <li>● Staff regularly dine with disadvantaged children in order to promote good table manners, build relationships and high quality conversation</li> <li>● The progress of disadvantaged pupils in oracy is to be gauged primarily against the 4 aims of our oracy framework: <ol style="list-style-type: none"> <li>1. To be confident and effective communicators.</li> <li>2. To be able to express themselves well.</li> <li>3. To have the vocabulary to say what they want to say.</li> <li>4. To have the ability to structure their thoughts so that they make sense to others.</li> </ol> </li> </ul>
<p><b>5. Attendance</b> To achieve and sustain improved attendance amongst our disadvantaged children.</p>	<ul style="list-style-type: none"> <li>● There is a reduction of children who are persistently absent</li> <li>● Attendance of disadvantaged children is at least in line with national (96%)</li> </ul>

## 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: £ 34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching of teachers from senior leaders via 'Roadtrips' which reflect tailored elements of pedagogy outlined in the school's teaching and learning profile and the oracy framework. We will fund ongoing teacher training and release time.	Quality First Teaching: EEF  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:  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5
Additional TA2 capacity with a clear focus on enhancing Quality First Teaching through supporting staggered teaching inputs in class	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4,5
Embedding of Read Write Inc to secure stronger phonics teaching for all pupils. We will fund further support from our RWI consultant to coach our reader leader and all staff delivering the programme.	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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2

<p>We will fund teacher release time to embed key elements of guidance in school. We will also fund specific training around effective problem solving and reasoning activities for children of all abilities, as well as the purchase of additional concrete resources and manipulatives.</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA3 staffing to support same day intervention and catch up teaching for small groups and individuals</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            )            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

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

Budgeted cost: £ 10,110

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
3 funded extra curricular clubs per year and 75% reduction in trips and residential visits	EEF: Social and Emotional Learning + 4 months	3,4,5
Funding for staff to dine with vulnerable children at lunchtime to support the development of their social skills and conversation around the table	EEF: Social and Emotional Learning + 4 months  Reinforcement of oracy skills	3,4
Trauma informed training for key staff, leading to enhanced nurture provision for the most vulnerable pupils	SEMH Intervention: Trauma Informed Schools	3,5
OPAL play support is funded and leads to enhancements in the play environment and an improvement in children's playtime experience	EEF: Social and Emotional Learning + 4 months	3,5
Additional wellbeing resources are purchased to support bespoke 1:1 and small group interventions from our wellbeing team, ensuring that disadvantaged children feel safe and confident. As a result, attendance is at least in line with the national average.	EEF: Social and Emotional Learning + 4 months	3,5

**Total budgeted cost: £60,610**



## 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 and 2021 to 2022 academic years.

#### **2020/21 Review**

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the 2 years prior to the start of the COVID pandemic in key areas of the curriculum. Despite being broadly on track by the end of the Autumn Term 2019, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised and therefore it was imperative that this revised plan was written to reflect our current position and priorities.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted learning in all areas of the curriculum 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 and Read Write Inc.

Although overall attendance in 2020/21 was lower than an average pre-COVID year (96.5% versus 97.4%, typically), it was significantly higher than the national average. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 92% compared to 97.1% for their non-disadvantaged peers. Similarly, persistent absence was significantly higher amongst disadvantaged pupils, at 33.3% compared with 4.4%. These gaps are far 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.

## **2021/22 Review**

In 2021/22, mandatory end of Key Stage assessments and the Y1 Phonics Screening Check were reinstated following a 2 year break due to the pandemic.

At the end of KS2, 80% of disadvantaged pupils achieved the expected standard in reading, 100% in writing and 40% in maths. Only one of these pupils was on track to achieve these outcomes at the end of their Y5 year; this represents significant catch up. This compared favourably to the national averages (for all pupils) of 74% and 69% in reading and writing respectively, although maths outcomes were below the national benchmark of 71%. The results for non-disadvantaged pupils at Totley Primary meeting the expected standard in reading, writing and maths respectively were 100%, 100% and 96%.

At the end of KS1, 20% of disadvantaged pupils achieved the expected standard in reading, 40% in writing and 60% in maths. None of these pupils were on track to achieve these outcomes at the end of their Y1 year; this therefore represents significant catch up. Although overall reading results for disadvantaged pupils were low compared to their non-disadvantaged peers, 100% of these pupils achieved the phonics screening check benchmark during the Autumn term – this also reflects substantial catch up. This compared to the national averages (for all pupils) of 67%, 58% and 68% in reading, writing and maths respectively. The results for non-disadvantaged pupils at Totley Primary meeting the expected standard in reading, writing and maths respectively were 81%, 72% and 89%.

At the end of Reception, all disadvantaged children made good progress from their starting points. 40% achieved a Good Level of Development compared to 84% of their non-disadvantaged peers.

Throughout the 2021-22 year, provision mapping was sharply matched to meet the academic needs of disadvantaged pupils, with the key aim of facilitating catch up. Strategies such as additional phonics, tuition, same-day pre and post-learning interventions and extra revision sessions, for example, all played their part in ensuring that the pattern of steady academic catch up outlined above was generally mirrored in all year groups and needs to continue next year.

Attendance continued to be a challenging issue in 2021-22, with COVID absence still playing a significant factor, although attendance for disadvantaged pupils rose from 92% the previous year to 93.5%. This compared to 95.5% for non-disadvantaged children. Persistent absence also reduced significantly. This was 17.6% for disadvantaged pupils compared to 6.3% for their non-disadvantaged peers. This was a gap of 11.3% compared to a gap of almost 30% in the previous year and an indication that our attendance strategy had been effective but needs further emphasis next year.

The wellbeing of all pupils was given heightened consideration throughout 2021-22, with that of disadvantaged pupils being especially emphasised. Almost 20% of disadvantaged pupils benefited from specific input from our wellbeing team compared to just under 10% of their non-disadvantaged peers. Areas of support included dealing with anxiety, bereavement, friendship worries and strategies to boost self-esteem.

In terms of engagement in extra-curricular activities, 68% of disadvantaged children participated in at least one club in 2021-22. This compared to 62% of non-disadvantaged children. This is an encouraging trend which we are looking to build on in 2022-23 via an enrichment programme which includes all pupils.

Overall, the high profile given to disadvantaged pupils and families throughout 2021-22 has supported their reintegration into the full spectrum of school life following the most disruptive part of the COVID pandemic. This is evidenced through the steady closing of academic gaps, improved school attendance and promising levels of engagement in extra-curricular activities.