

Pupil Premium Strategy update

Date September 2022 – Updates in January 2023 highlighted in Yellow



Premium:

The focus of all of the strategies is to 'diminish the difference' between the attainment of those eligible or the Pupil Premium and all other students. Below is listed the rationale behind support for Pupil Premium

English Intervention. The recent English Review undertaken by Ofsted (July 2022) highlights the importance of English as a vehicle to support education. *"More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success"*.

Here at Smallthorne we recognise how important rapid and timely intervention is in improving all children's chances of success. Wide ranging and rigorous testing allows us to assess and adapt provision for all children and provided targeted intervention. Staff training is delivered to support delivery and assessment. Precise deployment of staff expertise and the use of specialists allows for gaps to be closed and children to Keep up not catch up.

Mathematics intervention. Intervention programs are in place in all year groups, Morning Maths activities are used to close gaps. Use of ICT is integral to the progress of those children at risk of falling behind with IDL, Maths Watch and Timestable Rockstars used to identify and close specific gaps. We are supported by Maths Excellence Partnership.

High quality Learning and Teaching. Staff at Smallthorne Primary Academy are fully aware that our priorities this year are based on the idea that pupil progress is entirely related to the quality of the teaching and learning that is provided on a day-to-day basis. Staff training is solely aimed at improving the quality of learning and teaching. Staff embark on tailor made CPD programs based on the academy areas for development. The addition of a Teaching and Learning Partner this year will enable excellent bespoke CPD for all staff. The quality of learning and teaching is closely monitored by academy leaders at all levels, but particularly by the Senior Leadership Team.

The use of data. The academy has rigorous procedures for monitoring data for all students across the academy. The key to successful data management is using the analysis of this data to allow strategic interventions to be put into action to ensure that individual and groups of students continue to make the progress expected of them. Data procedures at Smallthorne Primary Academy feed into all aspects of academy performance to monitor student progress, attendance, behaviour and other factors that may occur outside of the academy. The data also allows analysis of staff/department performance and the quality of the curriculum. Decisions on the academy budget are often derived from the analysis of data; hence both academic and non-academic interventions draw on the budget and subsequently the allocated Pupil Premium funds.

Targeted intervention across the curriculum. Personalised support is made available for students as the need arises. Academically this may be in the form of specialist mentor/learning support provision, homework clubs, equipment provision, extra-curricular revision classes, holiday learning sessions and praise/reward schemes. Alternatively, specialist intervention of a pastoral nature may be required (self-esteem, domestic support etc.), to enable students to achieve. Funding from Pupil Premium is made available for this as required.

Eligibility for free schools meals. Staff, both in their roles as teachers and support staff are aware of which students are eligible to benefit from the Pupil Premium funding. They are acutely aware of the resources available and therefore can ensure that relevant students are in a position to receive the appropriate provision as required. Staff are also aware of the achievement data around eligible students. This identification/promotion strategy of eligible students means that all staff have a professional appreciation of the Pupil Premium initiative. Although eligibility is high profile this is not visible to other students. We are also supported by a Trust Director for Inclusion.

The wider curriculum. Smallthorne Primary Academy is a fully inclusive academy that believes in the education of the whole child. Whilst it fully embraces the need for academic success, it also highly values the provision for extra-curricular opportunities. Pupil Premium funding is used to ensure that all students have equal access to trips (including a residential), courses, sporting opportunities, opportunities within the arts. A full program of enrichment activities (many of which are funded by the academy) are made available to all students and Pupil Premium allows equal access. Smallthorne is an extended academy that provides breakfast clubs in the morning, after and a variety of social and academic provision at the end of the day. The substantial rewards package is aided by Pupil Premium which embeds an ethos of commitment to success and a student desire to succeed. Bee Active, City Music School and Rock Steady are also part of the wider curriculum we are able to offer due to Pupil Premium funding.

Attendance. The link between good attendance and achievement is undeniably strong. Smallthorne Primary Academy work closely with the EWO and CLT Director of Inclusion to support those children with attendance issues.

Future progression – careers. Careers advice, information and guidance remain high on the agenda for supporting our students to become well rounded students. Access to opportunities for disadvantaged students is made available through our curriculum and extended curriculum programmes and residential. We are growing links with Haywood Academy and City College to support our children to prepare for all stages in their life and the choices they need to make.

Facilities for study beyond lessons. Staff use Seesaw and Google classroom to provide the children with additional learning opportunities. Maths Watch, Timetables Rockstars and IDL are used to support children's progress.

WISH. Our Welfare, Inclusion and SEND Hub (WISH) provides significant emotional and academic support for our children, many of which are vulnerable and Pupil Premium. This hub provides intervention sessions, behaviour for learning rewards, parental workshops, daily classroom assistance and a SEND support programme.



Pupil Premium Allocation 2022/23 including Recovery Premium

Pupil Premium Review 2021/2022 Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Smallthorne Primary
Number of pupils in school	222 increase of 5 since September
Proportion (%) of pupil premium eligible pupils	49.3% increase of 1% since September
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tina Steele, Principal
Pupil premium lead	Tina Steele, Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,420
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£141,775

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. The focus on this will be those year groups identified as having the poorest attainment and those children who face barriers in reading.

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 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.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. (Other than Year 6 where disadvantaged pupils achieve better than non disadvantaged) Reading and Writing teacher assessment over 2 years show that in reading 10% less children reach expected standards and up to 20% less children in writing KS2 assessment for 2023 should show the opposite
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. The cost of living crisis and job losses through covid have seen an increase in families needing support both financially and emotionally.
5	Analysis of attendance from last year shows that disadvantaged children's attendance was at 90% compared to 93%. Attendance (Year to Date) shows 89.76% for disadvantaged compared to 92.92% for not disadvantaged. Persistent absence rates for disadvantaged was at 34% compared to absence rates of 16%

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 oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show a continued incline with attainment in line with non-disadvantaged children..
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes show a continued incline with attainment in line with non-disadvantaged children..

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

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: **£ 78,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p>	<p>1, 2, 3,</p>
<p>Embedding speech and language and the ability to communicate effectively. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Speech and language interventions in place through WISH team.</p> <p>Doddle vocabulary games purchased.</p> <p>Talk Boost in place in EYFS</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1</p>
<p>Undertake whole school training to ensure all children receive the current teaching and intervention to close gaps.</p> <p>Use fluency assessments to assess reading</p> <p>Release time for staff</p> <p>Whole school phonics training 28/11/22</p>	<p>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:</p>	<p>2 and 3</p>

<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p> <p>Reading Leader (Principal) will lead modelled and shared practice</p> <p>Purchase of high quality texts to support learning.</p> <p>PALS intervention in place for Year 5</p>	<p>Ofsted Reading review highlights the importance of being able to read to access the rest of the curriculum.</p>	<p>3</p>
<p>Maintain the quality of social and emotional (SEL) learning.</p> <p>Kapow supports the planning of high quality PHSE.</p>	<p>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):</p>	<p>4</p>

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

Budgeted cost: **£31,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Staff release time to deliver sessions</p> <p>High quality resources to support delivery</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:</p>	<p>2</p>
<p>Engaging with the School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant</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 and in small groups:</p>	<p>3</p>

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,760 **£35,760**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of rewards programme for both Behaviour for Learning and House Points	Pupil voice and feedback from CLT immersion visits show that children are connecting their rewards to the school motto of Smile, Strive , Shine, This is having a positive effect on whole school and learning behaviour.	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>EWO support</p> <p>Dedicated member of staff in place to support attendance</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
<p>Continuation of MIND counselling service.</p> <p>Weekly counselling sessions for those children suffering from Mental health issues.</p> <p>Breakfast club provision to support families in need. All children entitled to a free breakfast</p>	The DfE recognises that Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils	4

Enrichment activities during and after school New enrichment sessions developed 10 after schools clubs in place.		
Contingency fund for acute issues. Families have identified support is needed with Uniform and PE kits following the Christmas	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost:144,130

Part B: Review of outcomes in the previous academic year

Area of Focus	Budget Allocation	Evaluation
Breakfast Club and wrap around care Programme staffing	£5004	Breakfast club is very popular with between 10% and 15% of the school population of children attending regularly. This allows for a much calmer and focused start for many children. Social aspects of the provision are strong children in UKS2 taking an active part in supporting younger children. 7 children (3 families) had supported access to Breakfast club over the year due to circumstances at home.
EWO additional support	£5500	EWO support has enabled targeted support for children with PA and seen a reduction in children with consistent lates and attendance. EWO has also provided training for office staff and Safeguarding lead to improve monitoring and early intervention.
Attendance rewards programmes	£5000	Ready to Learn Breakfasts have allowed children to earn points for being in school every day. Attendance has shown an increase across the year with all children understanding the expectation of 96% attendance and results are shared weekly with children. Attendance in linked to house points and has an impact on the termly house points reward. At the end of the year 45% of children had attendance of 100%
Early Years additional support programmes	£19,754	Support in EYFS allowed for 2022 GLD to sit at 60.7% with national at 61.3%. We were in line or significantly ahead in all areas except

		for Literacy.																
Intervention programmes in Phonics EY/KS1/LSK2	£5,600	<p>Staff training and Animaphonics Intervention has shown an increase in children's phonics understanding. Results at the end of Reception show that 95% of children recognise all single letter sounds whilst 80% recognise the 47 graphemes need allow good access to reading.</p> <p>Year 1 phonics results showed a 50% pass rate. Of the remaining children 8 children (25%) were disapplied and 3 children (10%) are expected to confidently pass.</p> <p>Of the 12 children who did phonics retakes only 17% passed 34% of children were disapplied.</p>																
Intervention to close gaps in learning	£17,504	<p>Internal data shows an improving picture with gaps in learning closing</p> <table border="1"> <thead> <tr> <th>EXS+</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>44%</td> <td>24%</td> <td>40%</td> </tr> <tr> <td>Spring</td> <td>47%</td> <td>34%</td> <td>49%</td> </tr> <tr> <td>Summer</td> <td>53%</td> <td>45%</td> <td>56%</td> </tr> </tbody> </table>	EXS+	Reading	Writing	Maths	Autumn	44%	24%	40%	Spring	47%	34%	49%	Summer	53%	45%	56%
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Careers, raising the aspirations of children	£5,000	<p>We have a comprehensive strategy to support children's aspiration through Kapow PHSE scheme, Picture News , Enrichment activities , house points, links with Haywood Academy and visitors to school.</p> <p>Children talk openly about their love of learning and resilience is a strength. The Academy Motto of Smile, Strive and Shine is embedded and characterises the ethos of the school rewards for behaviour, attitude and effort support this.</p>																

Area of Focus	Budget Allocation	Evaluation
WISH Learning support assistants support costs	£23,078	Support for vulnerable families is excellent at Smallthorne with the safeguarding and Send Leads maintaining excellent relationships with those families and children who need it.

- Pupils behave well, respect others and want to do well. Any incidents of bad behaviour or bullying are tackled quickly and children know that rules and routines are in place to support them (CLT immersion visit, Parent feedback, Pupil Feedback.)
- Aspirations and expectations are now much higher. Leaders have revised the curriculum and improved behaviour. CLT immersion visit, Parent feedback, pupil feedback)
- Parents, carers, staff, pupils and governors all say that the Academy has dramatically improved recently. (CLT immersion visit, Parent feedback, Pupil feedback, staff feedback governor visits)
- Smallthorne has a highly positive and respectful culture in which staff know and care about the children and relationships between home and school are strong and positive. (See pupils and parent’s/carers questionnaires).
- Pupils are safe and feel safe: CPOMS records, parent and pupil voice, Inclusion staff programmes and multi-agency partners. The staff share good practice and undertake CPD with high quality facilitators.
- The arrangements for safeguarding are effective. Safeguarding is a high priority. Staff are vigilant and report any concerns promptly. Staff receive regular training. Leaders make sure that pre-employment checks are completed on new staff. Pupils know how to keep themselves safe online and outside the school. The use of sexualised language and behaviour is also tracked with supportive measures are in place for the children. Pupils and families benefit from lots of support, so that pupils stay safe and come to school every day on time. The Safeguarding leader knows the community and parents well. She makes sure pupils receive individual or small group support to improve their behaviour or support their well-being. Many parents say this has helped with family life too. (Governor Safeguarding review, Parent feedback)

		<ul style="list-style-type: none"> • In class learning behaviours/pupil voice and evidence of internal tracking(CPOMS) show students are safe, bullying is rare (dealt with swiftly) and behaviour is strong .Programmes of learning on bullying take place discretely. (KAPOW PSHE curriculum. Online and Cyber bullying are also delivered through ICT and Teach Computing.) • 3 children with significant additional need were supported successfully into transition to specialist provision.
SEND additional Support Programme staffing	£12,000	<p>Due to the departure of the SENDCO our Assistant Principal has begun training for the role. Money here has been redirected towards training costs and cover for training.</p> <p>Provision for children with SEND has improved significantly with SEND lead and new SENDCO working tirelessly to audit and overhaul provision. Systems and processes are now in place to monitor and support children more effectively. Children going through statutory assessment is efficient resulting in a number of children with significant needs receiving the support they need. By October half term an additional 5 children will have received EHCPs since appointment of new SENDCO.</p>
Enrichment Activities	£1000	<p>These activities have included: overnight stays for children in Year 4, 5 and 6 both on and off site; Visits from a Space Dome, Roman expert and an animal experience; visits to the Imperial War Museum, New Brighton beach, a local farm and Chester Zoo.</p>
Instrumental Tuitiion Programme	£1500	<p>11 Children access weekly music lesson which have resulted into 3 concets which have been performed in front of parents. Anecdotal comments from the pupils reflect an increase in confidence, pride and self-esteem in their improvements and successfully accredited musical talents and skills. Children across the school are engaging in music enthusiastically. All children have City Music school lessons through the year and we run a "songbirds" after school club as well as participating in many local initiatives and a choir before schools club</p>
Behaviour for learning rewards programmes	£5,000	<p>The pupils have an excellent attitude to their learning and low level disruptions are extremely rare. Very strong pupil and parent/carer voice show appreciation for the improvement in culture and ethos in the school. Children talk animatedly about hoe they are rewarded for hard work and attitude.</p>

		No children missed the end of year treat the reduction in children missing parot fo the treat reduced significantly throughout the year.
Homework Club Resources	£350	Homework book purchased for all children and CGP support books purchased for Year 6. Year 5 and 6 Homework club attended by 15 children who needed support.
Uniform	£1000	Parents/carer are still taking advantage of the spare school uniform that we have in school. There has recently been a 'stock system/ Inventory' set up and is adjusted accordingly when the uniform is requested. • All children on PP have received support with uniform.
Learning resources	£3000	Resources purchased to improve provision in EYFS All children received improved enrichment activities through purchase of additional Art / Design and science resources. Year 6 access to Sats Bootcamp Website.
Total Allocated	£110,290	
Total Amount Spent	£110,290	

Externally provided programmes

Programme	Provider
Mental Health and Well Being	North Staff MIND

