

The Michael Syddall CE (Aided) Primary School

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	The Michael Syddall CE (Aided) Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils (inc Service)	54.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr Robert Knowles
Pupil premium lead	Mrs Alison McHarg HT
Governor / Trustee lead	Cllr Carl Les

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57 490
Recovery premium funding allocation this academic year	£5510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring Grant	£4455
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	£67 455

Part A: Pupil premium strategy plan

Statement of intent

- All stakeholders are committed to making a positive impact and difference to the longer term learning and life chances of all our pupils particularly those who are disadvantaged.
- Our intent is to ensure we remove barriers to learning and equally have a focus on pupil wellbeing, mental health, social and physical development.
- We endeavour to accurately identify priorities within our school context, allocate funding strategically to make a real difference to our disadvantaged pupils, removing barriers to diminish any gaps academically, socially or otherwise.
- Our overall key vision/objectives centres around all our disadvantaged pupils:
 - *receiving high quality education*
 - *experiencing a broad and engaging curriculum*
 - *participating in experiences/opportunities they wouldn't ordinarily have*
 - *appropriate, effective and timely support/intervention as required*
- As a school it is our aim to set clear intended outcomes, to implement these by carrying out clear action, to precisely monitor the impact and swiftly evaluate, review and amend accordingly to ensure our intent is achieved.
- Although our approach is focused on planned intentions, as a school we must be flexible to the demands of events, situations and individuals as they may arise.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils are falling behind age related expectations in core skills – reading, writing and maths. (This is as a result of the pandemic and continued periods of isolation for some)
2	Impact on wellbeing of the last 18 months for disadvantaged families (mental health, lack of home routine, family struggles – financial/social contact)
3	Our youngest pupils have poor language skills, including limited vocabulary and struggle to communicate and interact appropriately
4	Attendance is lower for disadvantage pupils

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>Diminish the gap between disadvantage pupils and their peers in reading, writing and maths.</p>	<ul style="list-style-type: none"> - All staff hold high expectations and are implementing consistent approaches - All pupils receive high quality first teaching. - Establish core non negotiables for reading, writing and maths. - Through accurate assessments, gaps are clearly identified, swiftly addressed and eliminated. - Any interventions are purposeful and are having a positive impact for groups/individuals. - Disadvantaged pupils make equal or better progress than their peers.
<p>Pupils feel happy, safe and secure, they have established routines and know who they can talk to including what strategies they can use for support.</p>	<ul style="list-style-type: none"> - Recently appointed Pastoral Wellbeing Mentor is making a difference to the wellbeing and mental health of pupils, staff and parents. - Pupils can focus and make progress with their learning as they are happy, safe and secure at school. - Good physical, social and mental health is promoted including being active, talking about their thoughts and feelings and staying safe on line. - Pupils have the strategies, skills and know who to talk to about their feelings, emotions and worries.
<p>Improved language and communication skills and pupils know how to interact appropriately with one another in learning and play.</p>	<ul style="list-style-type: none"> - Consistent implementation of excellent practice and high expectations across the school but particularly in EYFS/Y1 for language development, communication, phonics and early reading. - FS/KS1 pupils' speaking and listening skills, wider understanding of language and vocabulary is age appropriate. - Communication and Language, Personal, Social and Emotional Education and Literacy are age appropriate and provision reflects the environment to continue support their development. - Parents/carers know and are confident in supporting their children at home with language, phonics and early reading. - Teacher and TA whole class and intervention for phonics and reading is consistent across the whole school. - Increased % of PP pupils working at ARE or above across the school in phonics and early reading.
<p>The attendance of pupil premium children improves.</p>	<ul style="list-style-type: none"> - Attendance of PP pupils is in line with national at 96% - Reduced the number of persistent absentees - Parents/carers work closely with Pastoral Wellbeing Mentor and school staff to overcome any barriers to attendance.

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: £35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Pastoral Wellbeing Mentor – to support, enhance and make a real difference every day to all pupils’ mental health particularly our vulnerable and disadvantaged pupils.</p>	<p>Survey by Young Minds (January 2021) their research found a quarter of 5-16 year olds have disrupted sleep which impacts on their mental health.</p> <p>Sport England produced a report, ‘Active Lives – Children and Young People Survey,’ (January 2021) This makes reference to importance of pupil happiness and positive attitudes making real difference to their progress in learning and life chances.</p>	<p>2 and 4</p>
<p>Pobble Training and Support for all Teachers.</p>	<p>EEF research – Improving Literacy at KS2 (April 17) ‘Rapid provision of support is important, but it is critical to ensure it is the right support.’</p>	<p>1 and 3</p>
<p>CPD Delivering Little Wandle Early reading and Phonics purchase of resources</p>	<p>EEF June 2020 In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>EEF - Improving Literacy in KS1 Develop pupils’ speaking/listening skills and wider understanding of language -activities which extend pupils’ spoken and receptive vocabulary.</p> <p>EEF - Improving CLL in Early Years - prioritise the development of communication and language.</p>	<p>1 and 3</p>
<p>Subject Leadership Training</p>	<p>Leadership capacity at both senior & middle leadership level is crucial in supporting & challenging staff to improve practice & raise pupil outcomes – distributed leadership impact</p>	<p>1 and 3</p>
<p>Training and support with Assessment systems (Pixl and Insight) to ensure accurate judgements are made for individual pupils, progress can be tracked, gaps identified and swiftly addressed.</p> <p>Teachers use information to support feedback and next steps for individuals and groups.</p>	<p>To ensure disadvantaged pupils achieve the best possible outcomes, progress must tracked accurately from point of entry.</p> <p>EEF –Highlights importance of feedback to pupils and the positive impact it can have up to 6 months progress.</p>	<p>1 and 3</p>

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

Budgeted cost: £18 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the work of our Pastoral Wellbeing Mentor provide 1 to 1 or small group structure and tailored intervention for disadvantage pupils and this will often involve work/support for their parents.	EEF highlights importance of parental engagement, getting parents involved in child's education and value of this.	2
Tutoring for Y6 pupils in preparation for secondary readiness to include basic skills in maths and English with direct link to classroom teaching and learning.	DFE advise tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs.	1
Tailored interventions based on classroom teaching and pupils needs for disadvantaged pupils who are falling behind their peers. (eg on advice of Learning Hub – Individual Literacy Skills, NELI, Sp&L programmes)	EEF – Improving Literacy in FS/KS1 Develop pupils speaking and listening skills and wider understanding of language – activities which extend pupils spoken and receptive vocabulary. EEF – Improve CLL in FS Prioritise the development of communication and language.	1 ad 3

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

Budgeted cost: £14 455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Due to lockdowns, pandemic as a whole and financial constraints, pupils have been unable to engage	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2 or +4 months impact	1, 2, 3 and 4

<p>in opportunities they normally would, involving the range of physical activity, residential and school trips.</p>	<p>Sport England produced a report, <i>'Active Lives – Children and Young People Survey,'</i> (January 2021) Research shows levels of activity have decreased in young people over the last 12 months, this has an impact on mental and physical health and has a detrimental impact on the capacity to learn.</p>	
<p>Low attendance rates – Absence and persistent absence. Higher for PP children.</p>	<p>DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions</p>	<p>1, 2, 3 and 4</p>

Total budgeted cost: £ £67 455

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.

Priority 1

Provide professional development and support for all staff particularly early career teachers.

Ensure every teacher is highly effective and keeps improving their practice to impact positively on disadvantaged pupils learning, progress and wider success.

Summary of Actions

Aim to implement a programme of ongoing CPD centred around developing early reading, phonics and teaching pupils to become skilled readers.

(Guidance/training from English Hub/EEF Resource Materials/English SLE)

Further CPD with a focus on pupils mind-set towards maths and how we can develop a resilient pupil approach. Ensuring calculation skills are embedded and transferrable to application and reasoning.

Continue to develop highly effective quality marking & feedback, building on metacognitive approaches.

Ensure all staff are confident and competent to facilitate pupils in their ability to truly reflect and be the decision makers about their learning.

(Guidance/training from English/Maths Hub/EEF Resource Materials/English SLE)

Impact

- *Early Career Teachers are developing more skills and confidence in teaching reading, phonics, maths and marking is having an impact on pupils' progress and their understanding of how they learn.*
- *Unable to give full judgment owing to lockdowns, inconsistent patterns of pupils' attendance over the last year, however SLT have clear starting points for moving forward.*

Priority 2

Target those who are not making good progress and tailor support from staff to swiftly and effectively eradicate this. Through precise, quality first teaching, 1 to 1 and small group intervention.

This must be monitored, tracked and amended swiftly to meet individual/group needs to maximise pupil progress.

Summary of Actions

Purchase phonics and new reading books to support delivery of high quality teaching and learning. Ensure quality first teaching, centred on consistent and a systematic approaches to teaching phonics and reading.

Establish as appropriate 1 to 1, small groups for precise phonics, English based and maths interventions for disadvantaged pupils falling behind age-related expectations.

An effective monitoring, tracking and assessment system is in place to identify disadvantage pupils falling behind and any specific weaknesses requiring further action.

Recording, assessment and planning tools/resourcing required - PIXL

Impact

- *Unable to ascertain full impact of actions because of the inconsistent nature of the last year. New resources were purchased and have supported delivery of phonics and reading however following Government guidance this will continue to be a high priority for '21-'22.*
- *Utilised Government Catch-up funding to support disadvantaged pupils in smalls groups and 1 to1 for phonics interventions and 1 to 1 reading, this did positively impact on some individuals and their progress but still hard to measure in a qualitative sense.*

Priority 3

A focus on school attendance, wider social emotional and mental health wellbeing factors, opportunities and provision beyond academic curriculum.

Summary of Actions

Continue to promote and support with practical solutions – school attendance.

Follow up and work in partnership with pupil, parents (any other agencies) to achieve school attendance.

Provide pastoral, emotional, mental health support in school through Syddall Soldiers or other means particularly at break/lunch times.

Continue to supplement/support ASC and Hangout places for disadvantaged pupils.

Impact

- *During lockdowns and when only key worker pupils/SEND pupils, we did make conscious decision to extend this to others we considered vulnerable.*
- *Worked closely with families to relay their fears and worries when pupils in school*
- *Worked with families and services remotely during the full time of pandemic to support pupils pastorally emotionally and with mental health. We believe from their comments and various agencies including social services this had a real positive impact for some disadvantaged families – they regularly contact and communication even if just a phone call or remote.*
- *Our wrap around care has continued to be invaluable for families and a necessity throughout the pandemic.*

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
Pobble	Pobble Education Ltd
Insight Tracking	Insight (Equin Ltd)
Pixl	Partners in Excellence (Pixl Club Ltd)
Seesaw	Seesaw Ltd
Tapestry	Tapestry Online Learning Journal
Timestables Rockstars	Maths Circle Ltd
Mathletics	3P Learning
Rising Stars	Hodder & Stoughton
Teach Active	Teach Active Ltd

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?	<p>Received - £20,150 Service Premium</p> <ul style="list-style-type: none"> - Contributes to TA support/PWM - Syddall Soldiers Club - Contributes to clubs/trips and wider opportunities
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service pupils supported in school and in the wider community by having points of contact in school to support them pastorally and academically.</p> <p>Positive impact through Syddall Soldiers and liaison between service families and PWM.</p>

Further information (optional)

We have a high proportion of pupils accessing pupil premium including disadvantaged and service. We endeavour to be inclusive and provide opportunities for all. These opportunities include:

- Wrap around care at a competitive rate compared to other local providers
- A range of clubs/activities open to all after school
- Syddall Soldiers and Homework club are ones organised by our PWM
- A focus as a school on being physically active and personal mental health
- Older pupils have responsibilities and run clubs for younger pupils
- Opportunities to represent the school at competitions even through the pandemic and taken part in virtual competitions
- Planned activities in school time for all classes – from archery, abseiling, weaselling to paddling boarding. The plan is every class will have the opportunity to participate in something active giving an enhanced opportunity this year.