

Decoy Community Primary School

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

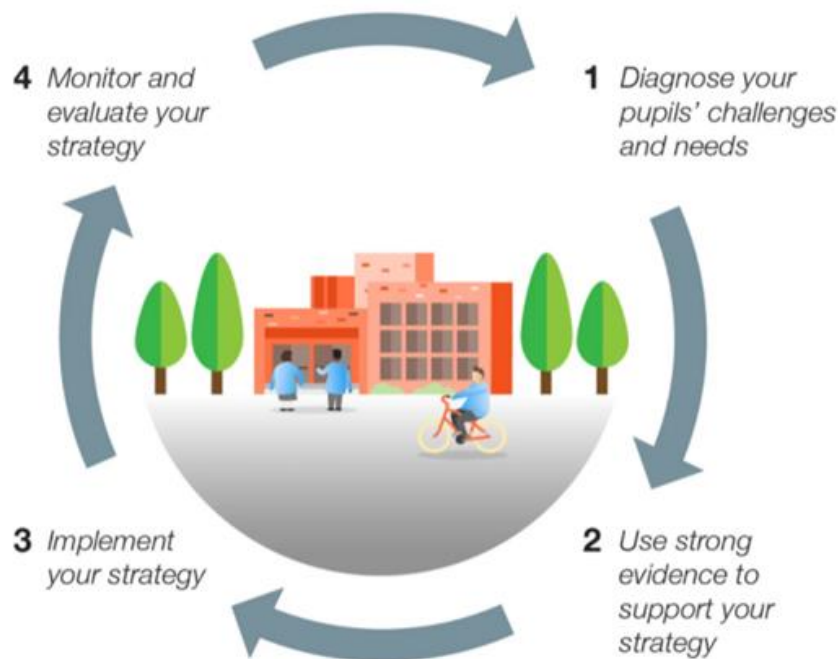
Detail	Data
School name	Decoy community Primary School
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	28 th December 2021
Date on which it will be reviewed	6 th May 2022
Statement authorised by	Heather Poustie
Pupil premium lead	Heather Poustie
Governor / Trustee lead	Simon Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79042
Recovery premium funding allocation this academic year	£8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£87307

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.

Our pupil premium policy is cyclical (see below).



Education Endowment Foundation – The EEF Guide to Pupil Premium funding

For further details visit:

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

Strategy A tiered approach: At Decoy Community Primary School, we have adopted a tiered approach to Pupil Premium spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These are:



1 Teaching

Emphasis on consistency in quality first teaching

CPD for teaching staff –Tom Sherrington
'Rosenstone's Principles in Action'

Ongoing assessment to identify pupils
needing targeted support

Whole school focus on reading fluency –
Embedding Read, Write Inc. and new Guided
Reading structured tasks model.

CPD for all staff (reading/phonics)

Use of imagery and manipulatives alongside
White Rose maths curriculum

Additional targeted booster groups in maths,
reading and writing.



2 Targeted academic support

1:1 tutoring following RWI assessments

Delivery of targeted menu of research based
interventions

CPD for teaching assistants

1:1 tuition and 1:3 tuition

3 Wider strategies

Pastoral support and interventions to support
pupil emotional well being

Attendance support for vulnerable families

Family Support Worker liaison with key
families

Support to additional hardship funding

Part A: Pupil premium strategy plan

Statement of intent

Objectives

For our disadvantaged and pupil premium pupils to make better than average progress in all core subject and close the gap with their peers.

To ensure that they are given opportunities to extend their life experiences.

How our plan will meet these objectives

Our current plan seeks to use a combination of the most effective strategies in modern day pedagogy to ensure that we are doing everything within our power to move children forwards. It is based upon research alongside dedication and hard work from a high-quality staff team.

Our Key Principles

Our key principles for achieving our objectives are:

1. All school staff and governors are responsible for the progress of our Pupil Premium children.
2. Our strategy delivers a package of support aimed to tackle a range of barriers.
3. Quality first teaching for every child.
4. Research based interventions that are monitored and changed if having no impact.
5. Interventions based on clear analysis of pupil need.
5. Quality support for the whole child through research based interventions.
6. Rigorous monitoring and evaluating the impact of Pupil Premium spending. Tracking of progress over time is essential so that we can quickly identify need and develop strategies and interventions to accelerate progress. The data we collect is consistently used during pupil progress meeting.

Challenges

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

Challenge number	Detail of challenge
1	To securely embed excellence in quality first teaching in everyday classroom practice.
2	To secure phonic skills, fluency in reading and strong comprehension skills
3	To develop reasoning and fluency skills in maths
4	To overcome missed learning due to COVID-19
5	To engage families in the importance of engagement in learning and maximising attendance
6	To support pupils developing resilience and addressing pupils and parents/cares poor mental health

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
<i>Disadvantaged and PP pupils know more and remember more in all curriculum areas.</i>	Disadvantaged and PP pupils talk and book works shows progression, recall and knowledge
<i>Disadvantaged and PP pupils are focused and engaged with learning</i>	Attendance for disadvantaged and PP pupils is at least 97% - no persistent absenteeism. Disadvantaged and PP pupils talk and book works shows progression, recall and knowledge Disadvantaged and PP pupils attend extra-curricular activities
<i>Improved progress for PP pupils in maths</i>	Gap between Disadvantaged/PP pupils and peers narrows PP pupils are working at ARE and Greater Depth.
<i>Improved progress for PP pupils in reading and writing</i>	Gap between Disadvantaged/PP pupils and peers narrows PP pupils are working at ARE and Greater Depth.
<i>Parents and carers are well placed to support their child's engagement and progress in learning</i>	Wider strategies are in place for key families so that no child is at CIN or CP (safeguarding). All pupils' individual attendance is 96%+

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)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop quality first teaching. Staff CPD - Tom Sherrington 'Rosenshine's Principles in Action'</p> <p>Principles of instruction: They are principles and not a teach-by-numbers checklist. Teacher innovation and creativity are at the heart of bringing these principles to life.</p>	<p>EEF Principle 3 - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF – Effective Professional Development Recommendation 1 High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Recommendation 2 - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</p>	1, 2, 3, 4
<p>CPD for high quality teaching and learning of phonics, fluency in reading and new guided reading structured tasks model</p>	<p>EEF – (Literacy KS1) Recommendation 2 – Use a balanced and engaging approach to developing reading which integrates both decoding and comprehensions skills.</p> <p>Recommendation 3 – Effectively implement a systematic phonics programme.</p> <p>EEF (Literacy KS2) Recommendation 2 Support pupils to develop fluent reading capabilities</p> <p>Recommendation 3 – Teach reading comprehension strategies through modelling and supported practice</p>	1, 2, 4, 5
<p>Targeted small group booster sessions (maths, reading and writing) Years 2, 3 and 6.</p>	<p>EEF (Literacy KS2) Recommendation 2 Support pupils to develop fluent reading capabilities</p>	1, 2, 3, 4, 6

CPD for ECT's and named staff including teacher assistants in maths e.g. Mastering Number	EEF – Effective Professional Development Recommendation 1 High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Recommendation 2 - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice	1, 2, 3, 4, 6
---	--	---------------

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £ 43000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Tuition RWI	EEF – (Literacy KS1) Recommendation 3 – Effectively implement a systematic phonics programme.	2, 4, 5
Deliver menu of evidence based interventions and deliver CPD for staff e.g. <ul style="list-style-type: none"> • Lego Therapy • Supervision for SEMH • LanguageLink • Precision Teaching • SpLD Interventions and Diagnostics • NELI • Blank Levels 	EEF Recommendation 1 (Literacy KS1) Develop pupils' speaking and listening skills and wider understanding of language EEF Make Best use of teaching assistants Recommendation 5 – Use TAs to deliver high quality 1:1 and small group support using structured interventions	2, 3, 4, 5, 6
Interventions in Maths – Precision teaching using Plus one/ Power of 2, Making a Difference , Spot On with Number, Mind The Gap	Nuffield Foundation/ EEF - Interventions should include explicit and systematic instruction" and "Ensure that pupils develop fluent recall of facts"	3

To ensure communication, speech and language is at age related expectations	EEF Early Years Toolkit - children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning	1, 2, 4, 5
---	--	------------

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £ 21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint Family Support Advisor 18 hours per week to support families through Early Help	EEF – Working with parents to support pupils' learning. Recommendation 4 – Offer more sustained and intensive support where needed	5, 6
Lunchtime Club to support pupils to have happy and safe lunchtimes	EEF Improving behaviour on schools - Use targeted approaches to meet the needs of individuals in your school	5, 6
Maximise attendance through working with parents and external; agencies	EEF – Working with parents to support pupils' learning. Recommendation 4 – Offer more sustained and intensive support where needed	5, 6
Access to breakfast and after-school club for PP pupils and additional funded nursery hours	EEF Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results	4, 5
Pastoral support and interventions to support pupil emotional well being	EEF Improving Social and Emotional Learning in Primary Schools Recommendation 1 : Teach SEL skills explicitly	4, 5, 6

Total budgeted cost: £ 87000

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.

Covid-19 disrupted all our subject areas and was most detrimental to our disadvantaged pupils. 37 PP pupils regularly attended school during Jan – March 2020 lockdown and devices and/or printed packs for remote learning were delivered or sent to families to off-set disadvantage. 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, White Rose, Accelerated Reading online library, Read, Write Inc. teaching phonics videos etc.

Despite restrictions impacting on face to face training, we successfully implemented Read, Write, Inc. and secured a consistent approach to teaching synthetic phonics. The Autumn 2021 Phonics screening evidenced accelerated progress and attainment.

Overall PP pupils' attendance in 2020/21 was 96.2% (tbc). A small minority of PP pupils registered persistent absenteeism and securing at least 97% attendance for all pupils is a priority and built into this years' strategy.

Our assessments, observations and feedback from parents/carers as well as children themselves, evidences that parent/carer and pupil 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 ongoing wellbeing support and targeted interventions. We are building on that approach with the activities detailed in this plan.

Year 2 Autumn Term 2022 phonics screening (2018 phonics assessment)

	<i>Did not meet the threshold</i>	<i>Met the threshold</i>
<i>PPG</i>	<i>33%</i>	<i>66%</i>
<i>All pupils</i>	<i>15%</i>	<i>85%</i>

Reading end of year (2020/2021)

Year 6 data (2018 SATS paper)

	<i>< EXS</i>	<i>EXS/+</i>	<i>GDS</i>
<i>PPG</i>	<i>0%</i>	<i>100%</i>	<i>0%</i>

<i>All pupils</i>	<i>10%</i>	<i>90%</i>	<i>41%</i>
-------------------	------------	------------	------------

Year 2 data (2018 SATS paper)

	<i>< EXS</i>	<i>EXS/+</i>
<i>PPG</i>	<i>33%</i>	<i>67%</i>
<i>All pupils</i>	<i>40%</i>	<i>60%</i>

Writing end of year (2020/2021)

Year 6 teacher assessment

	<i>< EXS</i>	<i>EXS/+</i>	<i>GDS</i>
<i>PPG</i>	<i>34%</i>	<i>66%</i>	<i>0%</i>
<i>All pupils</i>	<i>17%</i>	<i>83%</i>	<i>32%</i>

Year 2 teacher assessment

	<i>< EXS</i>	<i>EXS/+</i>	<i>GDS</i>
<i>PPG</i>	<i>42%</i>	<i>58%</i>	<i>0%</i>
<i>Non-PPG pupils</i>	<i>57%</i>	<i>43%</i>	<i>1.5%</i>

Maths end of year (2020/2021)

Year 6 data (2018 SATS paper)

	<i>< EXS</i>	<i>EXS/+</i>	<i>GDS</i>
<i>PPG</i>	<i>34%</i>	<i>66%</i>	<i>0%</i>
<i>Non-PPG pupils</i>	<i>34%</i>	<i>78%</i>	<i>19%</i>

Year 2 data (2018 SATS paper)

	<i>< EXS</i>	<i>EXS/+</i>
<i>PPG</i>	<i>42%</i>	<i>58%</i>
<i>Non-PPG pupils</i>	<i>40%</i>	<i>60%</i>