

Pupil premium strategy statement



School overview

Detail	Data
School name	Sowe Valley Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Carole Carter
Pupil premium lead	Emma White
Governor / Trustee lead	Victoria Seaton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,050
Recovery premium funding allocation this academic year	£5000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£109, 050.00

Part A: Pupil premium strategy plan

Statement of intent

At Sowe Valley Primary School we have high expectations for all pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

Common barriers to learning for disadvantaged pupils may include;

- *Less support at home*
- *Weak language and communication skills*
- *Lack of confidence*
- *More frequent behaviour difficulties*
- *Attendance and punctuality issues.*

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils at Sowe Valley.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

The range of provision the school consider making for this group include and would not be limited to:

- Ensuring all teaching is good or better
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- 1-1 support
- Additional teaching and learning opportunities through training TAs or external agencies.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support for funding specialist learning software.

- Use of tutors
- Behaviour and nurture support
- Speech and language screening materials and interventions such as Wellcomm
- Use of Pupil Premium champions to target individual pupils daily
- Providing ICT equipment and intervention so pupils can access online learning platforms at home
- Educational Psychologist support and assessments for individuals

The list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

All strategies employed at Sowe Valley Primary School are evidence-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in Reading, Writing and Mathematics
2	Oral language skills and limited vocabulary
3	A number of disadvantaged pupils do not have parental support at home particularly with Reading
4	Attendance of disadvantaged children is below other children.
5	Some children have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage.
6	Support social, emotional and mental health needs

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
Progress in Reading	Achieve at least expected or above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve at least expected or above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve at least expected or above national average progress scores in KS2 Mathematics (0)

Phonics	Achieve at least expected or above national average expected standard in Phonics Screening Check
Increased attendance	Ensure attendance of disadvantaged pupils is at or above national average

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: £17,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher appointed to allow Year 6 cohort to be split into two small classes for Maths and Literacy £17,195</p>	<p>EEF (+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils.</p>	<p>1,2</p>
<p>All relevant staff to receive refresher training from TTS to deliver the phonics scheme effectively. £500</p> <p>EYFS and KS1 staff to take part in the NCETM 'Mastering Number programme'</p>	<p>Evidence from the EEF, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> ➤ Mastery learning (+5 months) ➤ Phonics (+5 months) <p>Evidence from EEF, 'Early Years Toolkit':</p> <ul style="list-style-type: none"> ➤ Early Numeracy approaches (+6 months) ➤ Early Literacy approaches (+4 months) ➤ Communication and Language approaches (+6 months) 	<p>1, 2</p> <p>1</p>

<p>Employ Education Welfare Officer to support families with attendance and acute need. £1500</p>	<p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: - ➤ Parental engagement (+4 months)</p>	<p>1, 4, 6</p>
<p>Specialist Educational Psychology preventative and reactive support to improve outcomes £1000</p>	<p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: - ➤ Behaviour interventions (+4months) ➤ Social and Emotional learning (+4 months)</p>	<p>1, 2, 6</p>
<p>Work with vulnerable families and improve parental engagement (Reading and phonic workshops for parents, reading initiatives) £500</p>	<p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’: - ➤ Parental engagement (+4 months)</p>	<p>1, 2, 3, 6</p>
<p>Uniform, snacks, clubs, trips and residential costs £500</p>		<p>5</p>

Total budgeted cost: £109,050

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.

Desired outcome - Increased attainment through focused intervention

Impact – Intervention data

Pupil Premium Champions (%increase on the amount on track from end of Spring to end of Summer 2021)

	Reading	Writing	Maths
Year 1	+20%		+20%
Year 2	+100%	+100%	
Year 3	+75%	+50%	+50%
Year 4		+100%	
Year 5	+25%	+25%	+25%
Year 6	+33%	+33%	+33%
Whole school	+35%	+30%	+25%

English Interventions

On track English

Year 3 - +20% increase in number of children on track from end of Spring Term to end of Summer term 2021

Year 4 - +25% increase in number of children on track from end of Spring Term to end of Summer term 2021

Project X

Year 2 - +40% increase in number of children on track from end of Spring Term to end of Summer term 2021

Desired Outcome - Increased attainment and progress through smaller class size (Year 5)

Impact – class split

Year 5 - +30% increase in number of children on track from end of Spring Term to end of Summer term 2021 In Reading

Year 5 - +34% increase in number of children on track from end of Spring Term to end of Summer term 2021 in Writing

Year 5 - +30% increase in number of children on track from end of Spring Term to end of Summer term 2021 in Maths

Desired Outcome - Narrowing of vocabulary gap in EYFS

Impact – Wellcomm

October 2020		
	Number of Pupils	Percentage
Green	6	20%
Amber	13	43%
Red	11	37%
	Total Pupils 30	100%
March 2021		
	Number of Pupils	Percentage
Green	9	30%
Amber	13	43%
Red	8	27%
	Total Pupils 30	100%
June 2021		
	Number of Pupils	Percentage
Green	17	57%
Amber	10	33%
Red	3	10%
	Total Pupils 30	100%

Desired outcome – Increased attendance of PP children

Impact of targeted support

FWO/Learning Mentor Attendance Support

		<i>End of Autumn</i>	<i>End of Spring</i>	<i>End of Year</i>
<i>Reception</i>	<i>Child 1</i>	94.90	81.58	83.04
	<i>Child 2</i>	98.04	87.50	93.33
<i>Year 1</i>	<i>Child 1</i>	79.67	76.32	80.51
	<i>Child 2</i>	73.87	36.84	93.33
<i>Year 2</i>	<i>Child 1</i>	63.11	88.57	94.92
	<i>Child 2</i>	77.19	44.23	85.32
	<i>Child 3</i>	95.65	32.41	80.00
<i>Year 3</i>	<i>Child 1</i>	76.09	100.00	85.00
	<i>Child 2</i>	86.92	86.84	83.04
<i>Year 4</i>	<i>Child 1</i>	92.04	95.00	82.14
<i>Year 5</i>	<i>Child 1</i>	59.32	86.67	87.23
	<i>Child 2</i>	78.95	44.00	87.38
<i>Year 6</i>	<i>Child 1</i>	87.90	89.47	96.67
	<i>Child 2</i>	83.33	50.00	89.29
	<i>Child 3</i>	89.52	55.88	88.33
	<i>Child 4</i>	84.69	72.22	90.68
	<i>Child 5</i>	87.10	85.71	96.33
	<i>Child 6</i>	91.67	84.21	93.33

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
Catch up Literacy Intervention Programme	Rising Stars
Project X upgrade	Oxford University Press

Further information

Our Pupil Premium offer for all of our Pupil Premium children:



Supporting Pupil Premium Learners at Sowe Valley

In Every Lesson

- Greet individuals each morning, get to know them personally as well as academically, check in with them after transitions eg weekends, break times, periods of absence
- Go over to them after main teach and check they understand the learning before they start and then T/TA check in with them several times during the lesson
- Ensure they know what they are aiming for – what does a good one look like? How will they know they have met the learning objective?
- Use a range of questioning to support and challenge – use targeted questioning and additional thinking time to increase their participation
- Offer verbal feedback throughout the lesson
- Mark several answers with the child during the lesson to ensure they are progressing well
- Check who they are sitting next to – is it someone who can give them different ideas
- Include paired and group work – provide ground rules for this and make sure pp are actively involved
- Check in with individuals at the end of each day and ask them how their day has been. Wish them a nice evening.
- Provide lots of praise and encouragement.
- Encourage a child to ask another child to support them with their response if they are struggling.
- Opportunities to show/explain how they are feeling

In English Lessons

- Ensure children understand the meaning of the vocabulary when gathering ideas
- Encourage children to speak their sentences out loud before writing them.
- Check individuals are clear on the focus of each learning chunk (lens)
- Provide extra support during the planning and editing process.
- Provide a reading pack which remains in the child's drawer.

In Maths Lessons

- *Provide access to times table squares, 100 squares, number lines, bead strings, diennes, numicon ... Teach children when they could be used so they become more independent*
- *Provide modelled examples for children to copy the method*
- *Use concrete resources to secure a new concept*
- *Use starters to revise previous learning frequently to secure it in the memory*
- *Provide speaking frames so children can reason and explain their answers clearly*

Interventions

- *For a set period of weeks not indefinitely*
- *Specifically targeted at gaps*
- *Monitored for effectiveness – if it's not helping to close the gaps then try a different approach*
- *Pre-teaching concepts and vocabulary*
- *If children are not accessing home learning, find daily reading/spelling/times table slots*

Whole school

- *Subsidising school clubs and offering a wide variety*
- *Providing an Amazon Fire to allow children to access TTRS, Bug Club, Google Classroom and their homework.*
- *Toasted provided for breakfast*
- *Free jumper to all reception children who sign up for FSM.*
- *Spare uniform from the box for any child who needs it.*
- *Parent workshops*
- *1:1 learning mentor support*