

# Peover Superior Primary School



## Pupil Premium Strategy Statement 2021/22

## 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	Peover Superior Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	8.7% 8 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Lisa Hesmondhalgh
Pupil premium lead	Emily Crumbleholme
Governor / Trustee lead	Liz Clover

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,000
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	£12,760

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, we plan and evaluate the spending of pupil premium to ensure it is a key responsibility. We target additional support and track the impact closely to ensure that it is making a significant difference to the progress of disadvantaged pupils. The aim of the strategy is to overcome all barriers that individual children may have to their learning. We aim to look at each child as an individual and diagnostically identify what the child needs in order to reach their full potential. The strategy fully embeds our school values of Care, Achieve and Believe. Through this we support children and their families in their mental health and wellbeing as this is often a major barrier to their learning in the first instance. We ensure that all strategies used are well-researched using the EEF guidance in order to inspire children in their learning and unlock their potential so they can accomplish as well or better than non-disadvantaged pupils.

### 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 speech and language on entry even further disadvantaged due to disruption in pre-school education.
2	Assessments, observations, and discussions with pupils Early Reading, phonics and reading mileage are weaker for our disadvantaged children especially in EYFS and KS1
3	Assessments, observations, and discussions with pupils show writing quality and stamina have reduced, especially for our disadvantaged pupils due to the challenges of teaching writing remotely during the pandemic.
4	Our assessments and observations indicate Children's mental health and wellbeing 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.

## 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
Children's speech and language is in line with age related expectations.	Children engaging fully in teaching and learning. Speech and Language needs are addressed. Children can communicate with peers and adults fluently
Reading is in line with age related expectations.	Children's reading is age appropriate and allows them to access the whole curriculum. Reading mileage for all children is age appropriate. Parental engagement to support reading is increased. Targeted interventions have measurable impact. Strategies to decode texts are secure for all children. Enjoyment of reading is evident from all children.
Writing is in line with age related expectations.	Children show stamina in writing at an appropriate length. Gaps in skills are identified and addressed. Targeted interventions have measurable impact. Motivation to write is evident from all children. Transcription and motor control skills are age appropriate.
Children come to school emotionally ready to learn.	Trauma informed approach is embedded. Early identification and help for children's needs. Relationships policy fully embedded. Emotional Literacy Support embedded. (ELSA)

## 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic</p> <p>Synthetic Phonics programme – Little Wandle to secure stronger phonics teaching for all pupils.</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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1-3
<p>Using digital technology to improve learning - Implementation of ED Tech</p> <p>Digital Strategies</p>	<p>To improve learning, technology must be used in a way that is informed by effective pedagogy, with a focus on explanations and modelling (Recommendation 2); pupil practice (Recommendation 3); and assessment and feedback (Recommendation 4)</p> <p><a href="#">New EEF guidance report published: 'Using Digital Technology to...   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2-3
<p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p>	<p>Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contents</p> <p>Metacognition and Self-regulated Learning   EEF</p>	2-4
<p>Purchase NELI</p>	<p>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="#">Oral language interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1
<p>SEL approaches will be embedded into There is extensive evidence associating childhood</p>	<p>There is extensive evidence associating childhood social and emotional skills with 4 routine educational practices and supported by professional development and training for staff. improved outcomes at school and in later life (e.g., improved</p>	1-4

social and emotional skills with 4 routine educational practices and supported by professional development and training for staff.	academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Better Reading Support Partners  BR@P	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Making Best Use of Teaching Assistants  <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>  EEF Better Reading Support Partners - Every Child Counts  <a href="https://www.edgehill.ac.uk">Better Reading Support Partners - Every Child Counts (edgehill.ac.uk)</a>	2
Inference training	Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction  <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	2
The Nuffield Early Language Intervention	The Nuffield Early Language Intervention is an evidence-based oral language intervention for children in reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 20 or 30 weeks by teaching assistants in groups of 3-4 children. Nuffield Early Language Intervention improves skills by up to four months <a href="https://www.nuffieldfoundation.org">Nuffield Early Language Intervention improves skills by up to four months - Nuffield Foundation</a>	1-3
Precision Teaching	Recommendation 5: Use TAs to deliver high quality one-to-one and small group support using structured interventions	1-3

<p>Pre-teaching and same day Interventions and targeted 1:1 sessions additional to lessons to consolidate, reinforce learning</p>	<p>Recommendation 2: Use TAs to add value to what teachers do, not replace them  Recommendation 7: Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions  <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef">Making Best Use of Teaching Assistants   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>1-3</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="https://www.educationendowmentfoundation.org.uk/phonics-eef">Phonics   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>2-3</p>
<p>Targeted intervention work by Literacy Lead</p>	<p>Recommendation 7: There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. 2; 3    The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.    <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2-eef">Improving Literacy in Key Stage 2   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2-3</p>
<p>Use of standardised diagnostic assessments by SENCO</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:  <a href="https://d2tic4wvo1iusb.cloudfront.net/Diagnostic_Assessment_Tool.pdf">Diagnostic Assessment Tool.pdf</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a></p>	<p>1-4</p>
<p>NESSY</p>	<p>The Nessy Reading and Spelling program is a high-quality evidence based program by AUSPELD and DSF, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.    <a href="https://www.educationendowmentfoundation.org.uk/our-expert-research-nessy">Our Expert Research   Nessy</a></p>	<p>2-3</p>
<p>Targeted 1:1 interventions with TAs based on individual needs    (Funky Fingers; Peg 2 Paper, Handwriting,</p>	<p>Recommendation 5: TAs to deliver high quality one-to-one and small group support using structured interventions Making Best Use of Teaching Assistants   EEF One to one tuition is very effective at improving pupil outcomes.  <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants-eef">Making Best Use of Teaching Assistants  </a></p>	

Speech and Language, Gross Motor skills)	<a href="http://educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a> One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. One to one tuition   EEF  <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – Emotional Literacy Support Assistant training and ongoing accreditation	An educational psychology led intervention for promoting the emotional wellbeing of children and young people. <a href="#">Evaluation Reports – ELSA Network</a>	4
Trauma Informed Approach	Based on the work of Louise Bombier : Nurturing attuned and responsive connections between pupils and education staff Home   Trauma Informed Education <a href="#">Home   Trauma Informed Education - 3 Organisations... One Pathway</a>	4
Extending extended time in schools -  Play Leader Employment and Breakfast/After-school club  Extending school time  Club Allocation	<a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>  Extension of school day – Breakfast and After school club  Additional after school clubs	4
Increased outdoor learning – including residential and trips for PP children	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.)	4



	<a href="http://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	
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**Total budgeted cost: £ 16,760**

## 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.

High quality teaching strategies focused on last year for disadvantaged pupils included consistent and ongoing same day and next day interventions in reading, spelling and maths. Pace of learning and adopting a priority curriculum has meant less same day interventions have been needed. Writing stamina has been identified as a target for 2021-22 and will be addressed in this way as well as through targeted small group tuition.

Word Aware (specific vocabulary instruction) continues to be used in school – however pre-teaching is a target area for staff next year. Improving use of vocabulary across the curriculum is evident, but remains a focus area.

Targeted academic support interventions in 2020-21 have focused on the use of precision teaching to improve phonetic awareness and enable automaticity of high frequency sight words. Children have made progress understanding the alphabetic code and reading with increasing fluency. Following reflection on our phonics approach and guidance from the local English Hub, leaders will be purchasing the validated systematic synthetic phonics scheme – Little Wandle. From September this will ensure consistency of phonics teaching across EYFS and KS1 as well as be used as a targeted intervention for children with gaps in their phonetic awareness in KS2.

Wider strategies have focused on supporting children's mental wellbeing; something which has been significantly impacted by the pandemic. School has trained an ELSA, who has continued to support targeted children. Feedback from the children and families receiving support has been extremely positive and remains a key role in school.

### 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
n/a	

## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	