

Pupil premium strategy statement - Pennine Way Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	556
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-26
Date this statement was published	01.12.2023
Date on which it will be reviewed	01.12.24
Statement authorised by	Sean Reed
Pupil premium lead	Lindsay Burnett
Governor / Trustee lead	Sean Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£12325
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£253855

Part A: Pupil premium strategy plan

Statement of intent

- Pennine Way Primary School strive for all of our staff to have a thorough understanding of barriers to learning. We want to narrow and eventually remove gaps in learning that have been exacerbated by disadvantage and also the pandemic and the social isolation this created for some families and people.
- School are focused on addressing these gaps through staff development to improve teaching, targeted academic support and wider strategies.
- Our pupil premium strategy runs alongside our School Development Plan and CARE (Cooperation Aspiration, Respect, Equity). This means that the school is focussed on a consistent clear message of diminishing the disadvantage gap.
- The School Development plan focuses on behaviour and relationships, vocabulary, retrieval and retention and cultural capital.
- At Pennine Way Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Our strategy includes the team within Dingley Dell to support the mental health and wellbeing needs of the pupils.

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and fluency in reading to enhance reading skills and influence reading for pleasure. Internal and external (where applicable) assessments indicate that our disadvantaged pupil's attainment is below that of their peers.
2	Access to high quality teaching and use of retrieval techniques Our assessments and observations indicate that the education and well-being 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in English. Children receive high quality curriculum but our disadvantaged pupils find retaining knowledge a challenge.
3	Broaden range of vocabulary across all subjects/year groups to ensure progres-

	<p>sion between year groups.</p> <p>Assessments observations and discussions with pupils indicate underdeveloped vocabulary gaps among many disadvantaged pupils within the school, especially in our foundation subjects.</p>
4	During the pandemic we had an increased demand for support in issues relating to behaviour and routines at home.
5	To ensure that children have equity of access to our curriculum and opportunities and that children increase their cultural capital while learning at PWPS.
6	<p>Continue to develop Wellbeing opportunities to support Social, Emotional and Mental Health Needs.</p> <p>Following the pandemic we have noted a significant increase in Social, Emotional and Mental Health Needs. We have seen an increase in demand on support for families in Dingley Dell. Using our wellbeing survey (staff, parents and children) we have been able to pinpoint specific issues to address.</p>

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
Close the gap between school and national average attainment in phonic screening checks.	Through implementing a systematic synthetic phonic programme accurately we will see an increase of % of children in Year 1 and 2 passing the phonic screening check..
Be in line with national attainment for PP children in KS1 Reading, Writing and Maths.	End of KS1 attainment data reflects meeting national levels.
Be in line with national attainment for PP children in KS2 Reading, Writing and Maths.	End of KS2 attainment data reflects meeting national levels.
Improve attendance.	Pupil Premium attendance to exceed national PP attendance data and be closing the gap to be in line with other pupils.

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)

B £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Development and CPD Rauch and Coe – 2019 – Evidence based Education		
All staff to attend phonics training.	<p>There is a strong evidence base that all teachers should have access to effective CPD which supports the school in providing an approach to phonics which is consistent.</p> <p>Effective Professional Development - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,5
ECT programme (2 year RQT programme)	<p>There is a strong evidence base to indicate that when teachers are given more support and time to embed their learning this will help to ensure Quality First Teaching is happening in every classroom.</p> <p>Government – https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects</p>	2
All staff have access to National College for CPD.	<p>There is a strong evidence base that all teachers should have access to effective CPD which supports the school in providing an approach which is consistent.</p> <p>Effective Professional Development - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,5,7
Specialist training for EY staff.	<p>Specific training to support Early Years staff in the delivery of Maths and the set up and organisation of their classrooms. There is a strong evidence base that indicates effective professional development can impact positively.</p> <p>Effective Professional Development - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,5,7
Staff (in particular school leaders) will be able to access research teachers towards the end of the	<p>Research schools have been effectively running since 2017 which were set up by the EEF and are therefore evidence based.</p>	2

academic year to ensure that any new strategies are firmly based within research.	EEF – https://educationendowmentfoundation.org.uk/support-for-schools/research-schools-network	
Development of range of vocabulary Subject leaders developing knowledge organisers/notes Curriculum maps – show progression in vocabulary across school. Key vocabulary on planning and presentations.	‘Having a large vocabulary helps children learn more. Words allow them to make sense of the world around them.’ ‘Children from more disadvantaged backgrounds may have fewer chances to develop their vocabulary however research shows that lots can be done in the Early Years to avoid inequalities in children’s language development.’ – Exploring Language – Government Website.	3

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure -New phonic books purchased for EY and Y1. -Accelerated reader continued use across school. -New books bought as needed. -Vipers introduced across the school (Guided Reading). -Curriculum awards	Research has identified the impact the pandemic had on reading in primary schools and how reading for pleasure can help to engage learners. Centre For Literacy in Primary Education – https://clpe.org.uk/research/clpe-reading-pleasure-2021-22 Government - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1,2,3,5

<p>Reading Fluency</p> <ul style="list-style-type: none"> -Training for all staff -Rhino Readers ordered to support this -Books changed less regularly to support rereading. -Lower-level books to suit older year groups/interests. 	<p>A key priority for us over the coming year is to improve whole class approaches to reading fluency, as diagnostic assessments on accelerated reader indicate that many of our children transitioning into Key Stage 2 are struggling to read fluently.</p> <p>EEF - https://educationendowmentfoundation.org.uk/news/moving-forwards-making-a-difference-reading-fluency-in-key-stage-2</p>	
<p>Develop strategies to enhance rapid recall skills in Maths.</p> <ul style="list-style-type: none"> -Every class to have calculation lesson planned weekly. -Learn Its changed to ensure rapid recall of times tables -Learning by Questions -Curriculum awards -North West Maths Hub Regional Lead employed to be able to support maths teaching across the school. -Specific HLTA and EYFS training. 	<p>Through internal testing we have noticed a dip in rapid recall skills in maths. It is evidenced as a foundation for improving standards in maths.</p> <p>Recommendation 4 EEF - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Understanding progress in the 2020/21 Academic Year – DFE Renaissance Learning report.</p>	2, 3, 5, 7
<p>SEND</p> <p>Introduce provision mapping across school for consistency. Over teaching through conferencing time. Immediate feedback via iPad/verbal feedback. Parental communication. Kagan learning. P Scales used where necessary. In school referral process to be implemented.</p>	<p>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The 5 specific approaches suggested by the EEF have been highly researched and are suggested that every school should implement them to decrease the attainment gap.</p> <p>Guidance report – EEF – Special Educational Needs in Mainstream Schools.</p>	ALL
<p>Vocabulary and Language Enhancements.</p>	<p>Oral language interventions can have a positive impact on pupil’s language skills. Approaches that focus on speaking and listening and a combination of the two show positive impacts</p>	1,2,3

Continue talk boost interventions in Nursery Implement new speech and language intervention in Reception for increased vocabulary development.	on attainment. EEF – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Booster Groups/After school tuition	Evidence suggests additional tutoring and academic support enable pupils to make good progress and close attainment gaps.	

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

Budgeted cost: £ £75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve behaviour within school. Using Dingley Dell and wellbeing team to support pupils. Provide behaviour/ friendship/ mental health interventions. Metacognition and self-regulation taught through new Votes for Schools programme. TLR to support behaviour throughout the school.	Both targeted interventions and universal approaches are evidenced to have positive overall effects. EEF behaviour interventions - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF –Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,6,7
Engaging with families EYFS – Tapestry KS1/KS2 – Showbie where necessary Janette King running family sessions. Dingley Dell supporting families	Engaging our families is necessary to the attainment of all disadvantaged pupils. There is a strong evidence base that it can add an additional 4 months on children's attainment. EEF Engaging with Families - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5

<p>Enrichment</p> <p>Outdoor adventure learning – ensuring all PP have the opportunity to attend waterpark or equivalent with appropriate equipment.</p> <p>Forest school – Reception – Y2</p> <p>Enrichment activities – Every year group has a minimum of one club a week.</p> <p>Equality Council Careers Week – to promote aspirations</p> <p>Breakfast club – providing children with a nutritious diet.</p> <p>Music lessons offered to all children in Y5/6</p>	<p>There is a strong evidence based that a well-rounded education including extra-curricular activities not only improves SEL of children but can also directly improve attainment.</p> <p>EEF – Enrichment Activities</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>6</p>
<p>Digital Learning</p> <p>Ipads Y1 – Y6 - Using technology to ensure effective spoken feedback that can be accessed repeatedly.</p> <p>Purple Mash</p>	<p>Ipads have been able to support children in the classroom effectively especially with understanding and feedback.</p> <p>EEF Ipads -</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>1,2,5,6,7</p>

Total budgeted cost: £ 250000

Part B: Review of the previous academic year

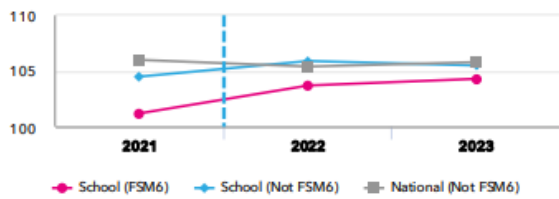
Outcomes for disadvantaged pupils

<https://www.analyse-school-performance.service.gov.uk/2023/School/Summary/131177>

Disadvantaged pupils

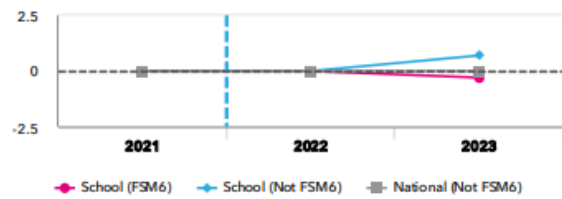
KS2 attainment for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



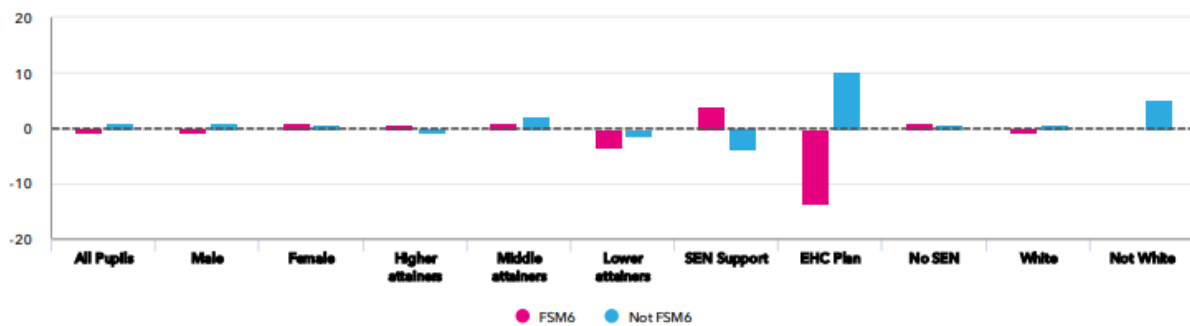
KS2 progress for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



Progress gap

Average Scaled Score (Re, Ma)



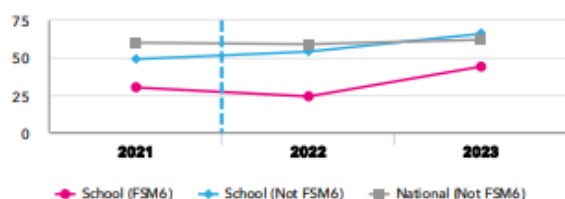
Attainment & progress

Pupils		Attainment					Progress		
		FSM6	Not FSM6	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	21	34	104.3	105.5	-1.2	-0.3	0.7	-1
Gender	Male	14	18	104	104.3	-0.3	-0.9	1.1	-2
	Female	7	16	105	106.9	-1.9	0.8	0.2	0.6
DFE Prior Attainment	Higher attainers	7	13	108.8	109.6	-0.8	0.1	-0.4	0.5
	Middle attainers	9	15	103.9	106.2	-2.3	1	2.2	-1.2
	Lower attainers	5	5	97.4	91.2	6.2	-3.4	-1.2	-2.2
SEN Group	SEN Support	1	2	100.5	90.8	9.7	3.9	-3.8	7.7
	EHC Plan	2	1	92	90	2	-13.6	10.4	-24
	No SEN	18	31	105.2	107	-1.8	0.9	0.6	0.3
Ethnic Group	White	21	32	104.3	104.9	-0.6	-0.3	0.5	-0.8
	Not White	-	2	-	115	-	-	5.1	-

Disadvantaged pupils

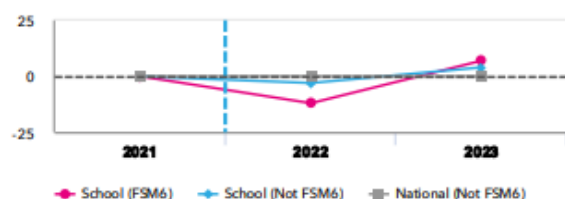
KS1 attainment for disadvantaged pupils 2023

% Expected Standard + (Re, Wr, Ma)

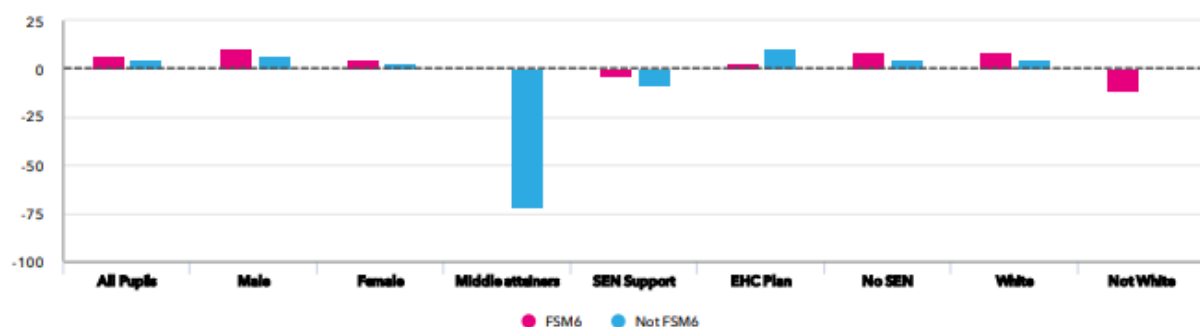


KS1 progress for disadvantaged pupils 2023

% Expected Standard + (Re, Wr, Ma)



Progress gap % Expected Standard + (Re, Wr, Ma)



Attainment & progress

Pupils	Attainment		Progress						
	% Expected Standard + (Re, Wr, Ma)		% Expected Standard + (Re, Wr, Ma)						
	FSM6	Not FSM6	FSM6	Not FSM6	Gap				
Summary	All Pupils	25	61	44%	66%	-22%	7%	4%	3%
Gender	Male	11	33	45%	67%	-22%	10%	6%	4%
	Female	14	28	43%	64%	-21%	5%	2%	3%
Prior Attainment	Middle attainers	1	1	100%	0%	100%	-	-71%	-
SEN Group	SEN Support	2	1	0%	0%	0%	-3%	-8%	5%
	EHC Plan	1	5	0%	20%	-20%	0%	10%	-10%
	No SEN	22	55	50%	71%	-21%	8%	4%	4%
Ethnic Group	White	24	56	46%	66%	-20%	8%	4%	4%
	Not White	1	5	0%	60%	-60%	-11%	-	-

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Ensuring adequate support to access the opportunities of the school curriculum and offering..

The impact of that spending on service pupil premium eligible pupils