

Every Child, Every Chance, Every Day



Calverton  
Primary  
School

# CALVERTON PRIMARY SCHOOL

## PUPIL PREMIUM STRATEGY

Three Year Strategy Outline  
2022-2023 – Year 1  
2023-2024 – Year 2  
2024-2025 – Year 3





This strategy is based on the long-term approach to pupil premium planning recommended by the Department for Education (DfE) and the Education Endowment Fund (EEF)

### **Our Philosophy**

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long term interventions and align the use of the PPG to wider school improvements. Our school vision is **EVERY CHILD, EVERY CHANCE, EVERY DAY** and we recognise that we are tackling barriers to achievement and investing in preparatory work to enable pupils to get into good learning routines.

Overcoming barriers to learning is at the heart of our strategy. We understand that needs and costs will differ depending on the barriers; we do not automatically allocate personal budgets per pupil but rather look at small group, large group, whole school or individual interventions required.

In 2022-2023 our intention is to provide an inspirational teaching and learning environment with outstanding opportunities to all pupils, disadvantaged or not. Our goal is that no pupil will be left behind socially or academically because of disadvantage. We aim to provide an exciting and motivating curriculum matched to the needs of each pupil. We aim to raise lifelong aspirations and focus on removing barriers to learning in our pursuit of excellence.

### **Our Priorities Year 1 2022-2023**

Setting priorities is key to maximising the use of our PPG. Our priorities are as follows:

- Ensuring an excellent teacher is in every class with a focus on quality first teaching
- Closing any attainment gaps between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic support for pupils such as attendance and behaviour
- Ensuring the PPG reaches the pupils who need it most

### **Our Priorities Year 2 2023-2024**

Investing in high-quality teaching, this will include:

- Training and professional development for staff, including senior leaders
- Recruitment and retention of high-quality staff through carefully constructed career pathways
- Support for teachers early in their careers

- Additional support for some pupils focused on their specific needs, this will include:
- One-to-one tuition
- Small group tuition

### **Our Priorities Year 3 2024-2025**

- Continue to recruit and retain high-quality staff who have high ambition for all pupils
- Further enhance our curriculum offer so that it provides rich and engaging experiences for pupils
- Continue to provide additional support for targeted pupils

### **Barriers to Future Attainment**

Academic Barriers	Non-academic Barriers
Low levels of literacy and, in particular, lowers support for reading at home	Poor attendance
Poor language and communication skills; oral language development in EYFS and KS1 have historically been lower among disadvantaged pupils.	Poor learning behaviours and an over representation of disadvantaged pupils in the Behaviour Log
Lack of targeted support as main budget challenges has not allowed for interventions	Lack of parental engagement and an over representation of parents of disadvantaged pupils not attending reading meetings, e-safety information sessions etc.
Lack of school readiness	Lack of confidence due to poor mental health and wellbeing

### **Our Tiered Approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance:

#### **Quality of teaching**

1. Encouraging self-led professional development; staff are given opportunities to learn from best practice in school or from other settings in the Federation or locally, staff are encouraged to access on-line training.
2. Professional development through accessing high quality subject input; staff access training through TTED, on-site training from subject specialists and consultants and a weekly CPD programme linked to the SDP

### **Targeted academic support**

1. Structured interventions: Booster sessions for Year 6 before and after school as well as during holidays.
2. Small group tuition: Targeted English and maths teaching for pupils who are below age-related expectations through pre/post teaching
3. One-to one support for disadvantaged pupils: Creating additional teaching and learning opportunities using teaching assistants
4. Smaller class sizes in key year groups (Years 5 and 6): Creating additional sets in these year groups taught by a Senior Leader

### **Wider strategies**

1. Health focus: Our school plan for 2022-2023 will focus on health (physical and mental). Staff training will focus on mental well-being as will our PSHE curriculum.
2. Attendance: Time is given to supporting families to ensure a decrease in the number of disadvantaged pupils becoming persistent absentees.

### **Our review processes**

Annually reviewing a one-year plan each year is time-costly and ineffective. According to research by the EEF and DfE a three-year approach allows us to introduce light touch annual review. During a light touch review we will look at the success of each intervention based on evidence and determine the most effective approach moving forward.

Individual targets are set for pupils receiving interventions and these are reviewed at the end of each intervention. The progress of pupils in receipt of PPG is regularly discussed with class teachers and they are reported separately as a group in our termly data drops and in our data summaries provided to Governors. Governors are also provided with information about actions that are needed to tackle any attainment gaps between advantaged and disadvantaged pupils.

Once the three-year term has been completed, a new strategy will be created in light of the lessons learned during the execution of the previous strategy and with regard to any new guidance and evidence of best practice that becomes available.

### **Accountability**

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus on the progress and attainment of the pupil premium cohort. The school

publishes its strategy (this document) on the school website. The school publishes a link to the school and college performance tables and the school's performance tables on the website. Our link Governor for PPG is Irfaan Ibne.

### Calverton Primary School- our funding

2022-2023					
Pupil Numbers	(exc. Nursery) 380	Number of pupils eligible for PPG	108 (28%)	Actual PPG budget	£149,580.00
2023-2024					
Pupil Numbers	(exc. Nursery)	Number of pupils eligible for PPG		Actual PPG budget	
2024-2025					
Pupil Numbers	(exc. Nursery)	Number of pupils eligible for PPG		Actual PPG budget	

<b>Strategy 1</b>	Encouraging self-led professional development				
Category	Quality of Teaching				
Intended Outcomes	Improve the quality of teaching and have an excellent teacher in every classroom	Success Criteria	100% of teachers will be able to identify and explain how they are utilising approaches from their professional development in their teaching.		
Staff Leads	Lando Du Plooy (HT) and Rachel Speed (Head of Q of E)				
Implementation	Year 1	Year 2	Year 3		
	Give every teacher time to access training and reflect on how they put the training into practice. This will be adapted according to experience and need.	Give time for teachers to access training and share with colleagues	Give time for lesson study and enable staff to coach each other		

<b>Strategy 2</b>	Professional development: accessing high quality subject input		
Category	Quality of Teaching		
Intended Outcomes	The subject knowledge of staff will improve and positively impact on learning	Success Criteria	The attainment gap between disadvantaged and advantaged pupils will decrease as teachers are able to address pupils' misconceptions more successfully.
Staff Leads	Rachel Speed (Head of Q of E), LALs, Subject Leaders		
Implementation	Year 1	Year 2	Year 3
	Subject Leads become highly skilled and/or have access to subject specialists. Staff will access high quality CPD. This will be adapted according to experience and need.	Focus on subjects where staff have yet to access high quality CPD.	Focus on subjects where further high quality CPD is required, using an apprenticeship approach.

<b>Strategy 3</b>	Structured interventions: booster sessions, small group tuition, one-to one support (aspects of this is funded National Tuition funding)		
Category	Targeted academic support		
Intended Outcomes	Pupils will receive high quality intervention	Success Criteria	There is a diminishing gap between disadvantaged and advantaged pupils.
Staff Leads	Assistant Head Teachers		
Implementation	Year 1	Year 2	Year 3
	Use assessment to identify and map out interventions.	To be completed following review and expert use of data analysis to identify target groups to ensure consistency.	To be completed following review

<b>Strategy 4</b>	Improve pupils' physical and mental well-being, including access to breakfast and after school clubs		
Category	Wider strategies		
Intended Outcomes	Pupil will be able to engage better with learning	Success Criteria	Pupils will be able to access breakfast club and a wider range of after school activities
Staff Leads	Sports Lead, PSHE Lead		
Implementation	Year 1	Year 2	Year 3
	Deliver the SCARF programme. Provide specialist practitioners for pupils where there are difficulties accessing sports provision (funded through the Sports Premium)	To be completed following review	To be completed following review

<b>Strategy 5</b>	Attendance: Foster links with parents/carers and identify underlying issues related to non-attendance or lateness		
Category	Wider strategies		
Intended Outcomes	Pupils attend regularly and are on time for school	Success Criteria	Disadvantaged pupils are not disproportionately represented in the persistent absent category or late
Staff Leads	Nav Gill (Attendance Officer), Emma Griffin (HT), Nina (DSL)		
Implementation	Year 1	Year 2	Year 3
	Support given to parents/carers where there are issues with attendance including referral to early help services, tracking of vulnerable pupils, home visits and working closely with parents	To be completed following review	To be completed following review