

Atwood Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

This is a 3-year plan to run from 2021/22 to 2023/24 but adjustments will be made following annual reviews. This plan incorporates the additional funding from the Catch-up premium and the new recovery premium funding.

School overview

Detail	Data
School name	Atwood Primary Academy
Number of pupils in school	455 (includes 29 nursery)
Proportion (%) of pupil premium eligible pupils	11% (42)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022/23, 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023, July 2023 & October 2023
Statement authorised by	Robert Veale
Pupil premium leads	Rob Veale and Kate Standing
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,935
Recovery premium funding allocation this academic year	£5,800
School Led Tutoring Grant	£6,480
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	£55,215

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this intention, including progress for those who are more-able.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker and young carers and ensure that teaching and learning opportunities meet the needs of all of our pupils, recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit all pupils in our school. Implicit in our intended outcomes, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils who are eligible for PPG make good progress in comparison to other pupils of similar ability at the end of the key stage;
- monitor and target PPG children across the school to ensure that the performance of PPG children in all cohorts is in line with non-disadvantaged peers and, where it is not, put support in place to diminish the difference;
- act early to intervene at the point need is identified;
- ensure that barriers to learning for PPG pupils do not have a negative impact on their academic progress;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number Detail of challenge 1 2 3 Disadvantaged pupils have less reliable or no access to online learning opportunities. 4 5. 6 7 8

Challenge number	Detail of challenge
1	Internal and external data indicates that literacy attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that disadvantaged pupils have greater difficulty acquiring early reading skills.
2	Internal and external data indicates that higher level maths reasoning skills are below those of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Speech and language is identified as the most prevalent additional need in the school with PPG pupils making up a large percentage of SEND pupils with this need.
5	Discussions with staff, pupils and families have identified social and emotional issues for many pupils, particularly affecting disadvantaged pupils. Teacher referrals for emotional support have markedly increased during the pandemic, including the request for activities which enrich the curriculum for disadvantaged pupils.
6	Percentage of disadvantaged pupils being identified as ‘persistently absent’ higher than for non-disadvantaged pupils where absenteeism is negatively impacting disadvantaged pupils’ progress.
7	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.

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
Improved reading attainment among disadvantaged pupils	EYFS, KS1 & KS2 reading outcomes by 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improve outcomes in maths reasoning among disadvantaged pupils	EYFS, KS1 & KS2 maths outcomes by 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improve outcomes in writing among disadvantaged pupils	EYFS, KS1 & KS2 writing outcomes by 2024/25 show that the percentage of disadvantaged pupils meeting the expected standard is at least in line with national.
Improved oral language skills and vocabulary among disadvantaged pupils by developing a language rich curriculum	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, supported by other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve access to quality SALT therapy for pupils with speech related additional needs.	Specific SALT TA to work with Let's Get Talking to ensure access to quality SALT therapy and which allows SEND pupils with SALT needs to reach speech development targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: qualitative data from student voice, parent feedback and teacher observations; participation in enrichment activities, particularly among disadvantaged pupils; improved behaviour and attainment for pupils with identified SEMH barriers to learning; improved communication skills for pupils with identified SLCN barriers to learning.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: the overall absence rate for all pupils being at or below national levels, and the attendance of disadvantaged pupils being in line with non-disadvantaged pupils the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being in line with non-disadvantaged pupils.
To diminish gaps in pupil attainment, particularly between disadvantaged and all pupils, which have grown as a result of the partial closure of schools.	Pupils make rapid progress and close gaps. Knowledge gaps leading to pupils falling further behind age-related expectations are addressed and reversed, especially in writing and maths.

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: £16,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase additional resources and implement ‘Little Wandle’ DfE approved SSP to secure stronger phonics teaching for all pupils. Training for staff to ensure phonics intervention is correctly taught.</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.</p> <p>Whilst phonics teaching has been shown to be successful with our results being consistently above average, we want to strive for 100% of our children being secure in their phonics.</p>	<p>1</p>
<p>Implementation and embedding of teaching strategies for comprehension. (Include choral & echo reading) (CPD, TA to release teachers to carry out grp work and monitoring.</p>	<p>EEF – Evaluation of reading comprehension strategies (Teaching Toolkit 2018) concluded: “On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”</p> <p>Closing the Reading Gap – reading comprehension strategies and impact.</p> <p>Herts 4 Learning approach – echo reading https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p> <p>This programme of CPD was started during 2020/21 academic year, however due to COVID there have been interruptions in its implementation. It re-commenced in 2021/2 and subsequent to ATW joining PAT continues with support from PAT staff.</p>	<p>1</p>
<p>Embedding of Talk 4 Writing 3 phase approach to writing. Including induction of ECT teachers.</p>	<p>Based on the EEF report on Improving Literacy at KS1 and KS2:</p> <p>The development of a consistent and systematic approach to the teaching of writing, which draws on the principles of: reading as a writer; oral rehearsal of language structures; focused modelling by the teacher; use of high-quality texts; and clear foci which are embedded through a three-phase approach, has been a key CPD focus for the school for the last 3 years. Teachers have seen the impact that this approach has had as its use of oral rehearsal to embed the language structures of different genres supports those children who might be less likely to be exposed to such structures naturally.</p> <p>Teachers’ confidence in the implementation of the approach needs to continue and new teachers</p>	<p>1</p>

	<p>including ECTs need to be supported to develop their understanding of the pedagogies underpinning the approach and see their impact. Subject leader support and co-planning will continue this year to really embed approach and ensure consistency in the quality of teaching in this area.</p> <p>This work will be led by the English leader who will be supported by PAT staff.</p>	
<p>Embedding vocabulary focused development, and specific teaching of spelling including induction of ECT teachers and new staff.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p>Linked to the Talk 4 Writing approach of learning texts off by heart and orally rehearsing writing.</p> <p>The specific teaching and promotion of vocabulary needs to take place. The impact of vocabulary development is fully supported by a wide body of research.</p> <p>Spelling continues to be a limiting factor for many of our pupil premium children, so staff need to be supported to continue to develop their skills in this area.</p>	1,3
<p>Enhancement of maths teaching and curriculum planning in line with DfE and EEF guidance with CPD related to 'Maths Mastery'.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches, including the benefit of a 'Maths Mastery' approach.</p>	2
<p>Improve the quality of wellbeing support for learners and embed BLP (Behaviours for Learning)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, with behaviour interventions identified 6 7 into routine educational practices, supported by professional development and training for staff. as have impact for low cost by the EEF. Metacognition and self-regulation are identified by EEF as high impact, low cost approaches.</p>	5

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

Budgeted cost: £16,245 plus £6,480 School Led Tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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.	1
Provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. 1:1 or small group tutoring	EEF research shows that carefully planned, and implement, targeting interventions have strong impact on pupil outcomes. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: Small group tutoring, while high in cost, can have significant impact, which has been supported by the Catch-up funding and our own evidence from 2020/21 and 2021/22.	1,2,3,7
Provide in school, focused support group in reading comprehension, writing and maths to support pupils falling behind. Teaching assistants and training programmes to ensure high quality structured interventions and support within the classroom.	Small group tuition identified as having a moderate impact based on low cost by EEF. Quality Teaching Assistant led interventions identified as having impact based on moderate costs. We have increased the number of Teaching Assistants to ensure that interventions can be carried out effectively and consistently. It is important that the TAs are trained in any interventions or their role within the classroom EEF report – Effective use of TA. Key recommendations are that the TA understands their role in the classroom. That they have the key information to support the children (Concepts, facts, information being taught; Skills to be learned, applied, practised or extended; Intended learning outcomes; Expected/required feedback.)	1,2,3,7
1:1 reading time.	1:1 time with an adult reading and discussing texts is vital for children to develop their enjoyment of reading and reading skills. Many of our children do not have the support at home, particularly when they reach KS2. By providing at least 2	1,3

	weekly 1:1 reading slots with an adult the children improve their reading enjoyment.	
<p>SALT TA to implement speech and language programmes devised by S&L therapist. Speech therapist from outside agency to train or deliver sessions/work with pupils 1:1 on specific SALT targets.</p> <p>SALT TA to run Year 6 language development group to prepare for transition to secondary school.</p>	<p>Development of oral language has been shown to have at least 6 months+ impact. The sessions need to be regular and matched the child's developmental age.</p> <p>Sessions will take place across the school, with a key focus in EYFS initially as it has been identified through research and our own observations that language skills have declined in young children.</p> <p>Project will run with a group of year 6 children to support with vocabulary development moving to secondary school.</p> <p>Link between improved language skills with improved reading skills.</p>	1,3, 4

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

Budgeted cost: £16,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train ELSA TA to support and mentor to work with pupils in 1:1 small groups to address SEMH barriers to learning.</p>	<p>The importance of a child’s well-being and its impact on learning is well documented. Post COVID-19, the provision for well-being and ELSA is even more important. This has been evident over the last 2 years.</p> <p>By providing in-house ELSA and Drawing and Talking interventions, we are able to intervene quickly to support children where teachers or parents have identified a need.</p> <p>By training more teaching assistants on the well-being support materials, we will be able to support more children.</p> <p>Behaviour interventions identified as providing moderate impact for low cost by EEF. Evidence suggests highest impacts for approaches that focus on self-management or role-play and rehearsal.</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE’s advice on improving attendance. EWO support to improve attendance.</p> <p>Parent Gym and parental support through in school TAFs.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Some of our families need more support in their lives to ensure that their children attend school regularly and they can support their learning. The impact of lack of attendance is well known and for a few of our children, it is significantly limiting their progress.</p> <p>By working with the family and outside agencies, such as CAHMS, Early Help, Social services and providing Parent Gym, we can support them to help their children.</p> <p>Ref: EEF document: Working with Parents https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5, 6</p>
<p>Access to wider curriculum opportunities. Breakfast and Afterschool club; Clubs; Music lessons, Workshops: Trips and residential.</p>	<p>Access to Breakfast club and Afterschool club enables us to support our pupil premium families. By providing this option, those families are more able to balance getting their children to school and collecting them if they have part time jobs, or other children with needs.</p> <p>Access to clubs enables children to have access to opportunities, which they might not experience. Widening horizons and</p>	<p>5,6,7</p>

	interests can improve ambitions. Low ambition and opportunities are a limiting factor for many pupil premium children.	
Providing a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration for disadvantaged pupils.	Arts participation and physical activity identified as low cost interventions with moderate impact.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £48,735 plus £6,480 for School Led Tutoring

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021 22 Priorities	Impact
<p>Priority 1: Implementation and embedding of teaching strategies for comprehension. (Include choral & echo reading) (CPD, TA to release teachers to carry out grp work and monitoring.</p>	<p>Learning walks show that a range of teaching strategies which have been part of recent CPD (strategies outlined in Closing the Gap and the Herts 4 Learning Project) have been taken on in all classes.</p> <p>Learning walks show that children enjoy reading, can talk about the books they read and the class books which the teacher has read to them.</p> <p>Choral reading and echo reading are used as part of the teaching of reading. Reading comprehension strategies are also being taught consistently.</p> <p>TAs in some year groups use the strategies with the groups they take. COVID and TAs being used for cover/ release has meant that daily release for teachers to work with groups using the Herts4Learning has not always happened, however, TAs have worked in the classes alongside the teachers teaching groups using the strategies.</p> <p>We purchased the Herts 4 Learning Reading Planning and Assessment resources. Two CPD sessions have taken place Staff are starting to use this to plan and assess reading more consistently and effectively.</p> <p>All TAs have been trained on the use of the SALFORD reading assessment in order to measure smaller steps progress for our less able readers. This assessment gives reading ages amongst other things.</p> <p>Impact: 60% of children left Year 6 making expected progress in reading, and 17% made above expected progress in reading. At the start of Year 6, 69% were meeting or exceeding the national expectation, whereas 88% were by the end of the year. Within this, our greater depth scores rose by 11%.</p>
<p>Priority 1: Embedding of Talk 4 Writing 3 phase approach to writing. Including induction of ECT teachers.</p>	<p>Continued CPD on the approach has taken place.</p> <p>ECTs and new staff have had training and worked with colleagues to support them in planning sequences in learning.</p> <p>Learning walks show that most teachers (except ECTs) are confident in the planning sequences and pedagogies.</p> <p>Impact: In Year 2, at the beginning of the year 33% were meeting or exceeding the national standards for writing. By the end of the year, following the embedding of the Talk 4 Writing cycle, the combined attainment was 62%.</p> <p>In Year 6, at the beginning of the year 60% were meeting or exceeding the national standards for writing. By the end of the year, following the embedding of the Talk 4 Writing cycle, the combined attainment was 76%.</p>

<p>Priority 3: Embedding vocabulary focused development, and specific teaching of spelling including induction of ECT teachers and new staff.</p>	<p>Learning walks show the vocabulary teaching is taking place consistently in all classes in the core subjects and is developing in the foundation subjects.</p> <p>Quality language is displayed in all classrooms</p> <p>Children regularly use thesaurus to expand their vocabulary work.</p> <p>Writing shows good use of vocabulary.</p> <p>The teaching of Spelling is embedded in all bar the ECTs classrooms where more training needs to take place.</p> <p>Dyslexia Assessments have taken place for some children.</p>
<p>Priority 1: Little Wandle Phonics programme.</p>	<p>Little Wandle phonics has been consistently adopted in KS1. Staff are still developing in some areas to ensure consistency but learning walks show that practice is of good quality, teams work together to ensure consistency and both TAs and Teachers are consistent in the approach.</p> <p>The Little Wandle approach to reading has been consistently adopted in Year 1 and the teachers are very positive about the impact.</p> <p>Impact: 92% of children in Year 1 passed their Phonics Assessment Check.</p> <p>Additionally, Year 1 started the year with a combined reading attainment of 64%, which increased to 78% by the summer term, following the introduction and training of the Little Wandle Phonics programme and reading practice. In Year 2, Reading attainment increased from a combined score of 62% at the beginning of the year to 77% by the end.</p>
<p>Priority 1: Fluency Project run by the Maths Hub. Release time to class teachers in the project.</p>	<p>This project has had mixed reviews.</p> <p>Running the fluency project as a project in its entirety did not work for us as a model for our school. However, it works as an intervention for our PPG and lower attaining children in EYFS, KS1 and within some KS2 classes.</p>
<p>Targeted approaches: Structured interventions for Reading, Writing, Maths and Phonics. (Use of Fleet tutors, Teaching assistants to carry out interventions or release teachers to)</p>	<p>We have used the NTP (National Tutoring Partnership) this year as planned. This means that we received 15hours of tutoring per child selected which is subsidised directly by the government. We get a subsidy of 70% of the cost of the tutoring. There were some conditions for the use of the funding:</p> <p>Over 60% of the children selected had to be pupil premium children</p> <p>Children could not have multiple sessions of tutoring (this has now changed)</p> <p>This route was one of three options for the use of the recovery funding. The other two were – academic mentors and school-based tutors. We chose to use Fleet Tutors through the NTP to provide the tutors as:</p> <ul style="list-style-type: none"> ● the tutors were effective last year and good quality. ● we did not have to source/recruit the tutors ourselves ● most importantly, they are ring fenced so they wouldn't get pulled by us for other things if say cover was needed. <p>Research shows that consistent interventions are key to maximising impact.</p> <p>We have had 4 tutors working in school with 32 children (Year 2 to 6)</p> <ul style="list-style-type: none"> ● 7 x 1:1 ● 9 x 1:2 ● 2 x 1:3 ● 24 pupil premium

	<ul style="list-style-type: none"> ● 4 working on maths ● 28 on reading/writing <p>Challenges:</p> <ul style="list-style-type: none"> ● Shortages of tutors. National shortage. So, it took a while to get the groups up and running. ● Children being absent. If they were away on their day, it is not easy to have another slot to catch up. For some of our most vulnerable academically attendance is an issue. ● Teachers being available to communicate with the tutors. ● Timetabling for class teachers with children going out. 												
<p>S&L Specialist to implement speech and language programmes devised by S&L therapist.</p> <p>S&L specialist to run Year 6 language development group to prepare for transition to secondary school.</p>	<p>Over 100 children are now benefiting from this support.</p> <p>Clear assessment and timetabling has led to the resource being effective. Systems are now in place which mean the resource is effective.</p> <p>Impact: Currently, 75% of the children who have accessed this support have made positive progress. In many cases, children have moved from being under ‘Intervention Required’ or ‘SALT therapist involvement’ to scoring within an average or above average range. This means they have no longer required support from the SALT TA.</p>												
<p>Accurate and quality assessments to be used to identify needs and match interventions.</p> <p>(Writing assessment training and cluster work CPD)</p>	<p>Writing moderation with senior advisor.</p> <p>Herts 4 Learning resources purchased to support assessment of reading.</p> <p>Moderation with other schools.</p> <p>Teachers are becoming more confident in the assessment of core subjects.</p>												
<p>Wider strategies:</p> <p>ELSA support x 2 days a week TTO</p> <p>EWO support x 6 visits</p> <p>Access to wider curriculum opportunities. Breakfast and Afterschool club; Clubs; Music lessons, Workshops: Trips and residential.</p>	<p>47 children have had ELSA this year</p> <p>36 % were pupil premium</p> <p>Impact: 83% of the PPG children who accessed ELSA had this as a short term intervention and their well-being improved which led to them no longer needing this support.</p> <p>By improving well-being for these children, it had an impact on their concentration levels, their learning attitudes and their happiness within school in general.</p> <p>Well-being training has continued and resources shared. Staff know where to source materials to support with children’s well-being.</p> <p>Attendance: see attendance tracker 360 report. Across most measure we are above national.</p> <p>Where there are no green dots the attendance is being impacted by a few children with persistence absence that the EWO is working with. Two of these families are now on CIN provision partly due to the absence rates. The support of the EWO ensures that the school acts quickly both to support and challenge where families are struggling with attendance.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>91.6%</td> <td>91.4%</td> </tr> <tr> <td>2020/21</td> <td>89.3%</td> <td>97.3%</td> </tr> <tr> <td>2021/22</td> <td>92.0%</td> <td>94.4%</td> </tr> </tbody> </table>	Attendance	Pupil Premium	Non-Pupil Premium	2019/20	91.6%	91.4%	2020/21	89.3%	97.3%	2021/22	92.0%	94.4%
Attendance	Pupil Premium	Non-Pupil Premium											
2019/20	91.6%	91.4%											
2020/21	89.3%	97.3%											
2021/22	92.0%	94.4%											

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Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Mathletics	3P Learning
Talk 4 Writing Approach	Talk 4 Writing & Guildford Diocese
Echo Reading	Herts 4 Learning
Closing the Gap – Reading & Vocabulary	Alex Quigley
Parent Gym	Parent Gym Trained Practitioner
Helicopter Stories	Little Wandle Letters and Sounds Revised