

Atwood Primary Academy

Pupil Premium Strategy



Date: December 2021

Review Date: December 2022

(or to meet new legislation and practices)

Signed By: _____

Position: _____

Date: _____

Atwood Primary Academy 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.

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 | 448 (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 2021 |
| Date on which it will be reviewed | March 2022, July 2022 & October 2022 |
| Statement authorised by | Robert Veale |
| Pupil premium lead | Nina Gambier |
| Governor / Trustee lead | Matthew Irvine |

Funding Overview

| Detail | Amount |
|---|------------------------------------|
| Pupil premium funding allocation this academic year | £69,490 |
| Recovery premium funding allocation this academic year | £ 6,090 |
| Pupil premium / catch up funding carried forward from previous years (enter £0 if not applicable) | £22,500 (ring fenced for tutoring) |
| 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 | £98,080 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Atwood Primary Academy we target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils received the highest quality of education to enable them to become socially responsible citizens. Our aim is to close any potential barriers for these children to achieve their full potential.

Our ultimate objectives are to:

- Remove any of the barriers to learning which might have been created by family circumstances and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the whole curriculum and wider interests.
- Ensure pupils are fluent mathematicians.
- Develop their self-esteem, well-being and confidence so they have high ambitions for themselves both as learners and future citizens.
- Ensure pupils can communicate effectively in a wide range of contexts.
- Access a wide range of opportunities to develop their knowledge, understanding and interest in the wider world.

Our context:

We have a low proportion of pupil premium children. Of the 42 children, 26% have SEND needs which includes children with EHCPs. 21% are LAC or previously AFC or SGO.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure all pupils access effective quality first teaching.
- Provide CPD, subject leader and mentoring support to induct new teachers and ECTs.
- Continue to focus on reading provision and interventions.
- Continue to target phonics interventions.
- Increase the number of Higher-Level teaching assistants to release subject leaders to monitor and support colleagues.
- Increase the number of general teaching assistants to one per year group in KS2 and one per class in KS1 to ensure regular targeted interventions are carried out.

- Increase number of teaching assistants in EYFS to provide for the current cohort's increased needs as indicated by home visits and early observations.
- Utilise Fleet Tutors to provide 1:1 and 1:3 tuition for targeted pupils.
- Fund educational visits, workshops, clubs, residential trips and music provision.
- Fund ELSA and other well-being provisions.
- Fund parent gym to support targeted families.
- Fund EWO provision to address low attendance.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals and be informed by research evidence.

Key Principles:

Our principal ethos of “Nothing is Impossible” will drive our approach to meeting children’s needs. We will ensure that all staff have high expectations of all pupils and recognise the difference they can make to children of all backgrounds. Quality first teaching will underpin all that we do and high quality CPD will be utilised to support teacher development including ECTs. Gaps analysis and pupil progress meetings will be used to identify individual needs and plan provision. Provision mapping on INSIGHT will be used to record and evaluate specific intervention and provision for individual pupils. Research based pedagogies will be researched and utilised.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Gaps in reading, writing, maths and phonics |
| 2 | Social, emotional and mental health |
| 3 | Speech, language and communication including Vocabulary knowledge |
| 4 | Parental and family needs |
| 5 | Attendance and Punctuality |
| 6 | Access to wider opportunities |

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 | To achieve at least national average progress scores in KS2 for reading |
| Progress in Writing | To achieve at least national average progress scores in KS2 for writing. |
| Progress in Mathematics | To achieve at least national average progress scores in KS2 for Maths. |
| RWM Combined | To have a 0 gap between disadvantaged and non-disadvantaged. |
| Phonics | To ensure 100% of pupil premium with non-SEND needs achieve the PSC. |
| Attendance | To ensure attendance of disadvantaged pupils is in line with non-disadvantaged. |

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: £31,413.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation and embedding of teaching strategies for comprehension. (Include choral & echo reading) (CPD, TA to release teachers to carry out grp work and monitoring. COST £3,040 | 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.” Closing the Reading Gap – reading comprehension strategies and impact. Herts 4 Learning approach – echo reading https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project | 1,3 |

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| | <p>This programme of CPD was started during 2020/21 academic year, however due to COVID there have been interruptions in its implementation.</p> | |
| <p>Embedding of Talk 4 Writing 3 phase approach to writing. Including induction of ECT teachers.</p> <p><u>COST</u> £3,800</p> <p><u>COST</u> £3,800</p> <p>CPD course 'Talk for Writing' £198.00 CPD 'Lets get talking' £560</p> | <p>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 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> | 1,3 |
| <p>Embedding vocabulary focused development, and specific teaching of spelling including induction of ECT teachers and new staff.</p> <p>Dyslexia assessments</p> <p><u>COST</u> £5,700</p> <p><u>COST</u> £11,366.25</p> | <p>Linked to the Talk 4 Writing approach of learning texts of by heart and orally rehearsing writing, 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>Little Wandle Phonics programme.</p> <p><u>COST</u></p> | <p>While 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. Our</p> | 1 |

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| £995.00 plus resources £1500.00 | current teaching does follow a structured approach based on Letters and Sounds and our phonics review shows quality provision which intervenes swiftly when children are starting to fall behind. However, having utilised the video resources from the Little Wandle during Lockdown, we feel this programme will develop our practice further to enable us to meet our ambitions for our children and particular our pupil premium children. | |
| Fluency Project run by the Maths Hub Release time to class teachers in the project <u>COST</u> £454.80 | The evidence of the importance of early development of number has been researched by the NCETM and EEF. This project builds on previous projects we have been part of with the Maths Hubs and the early development of number. | |

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

Budgeted cost: £35,989.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Structured interventions for Reading, Writing, Maths and Phonics. (Use of Fleet tutors, Teaching assistants to carry out interventions or release teachers to) <u>COST</u> £1,216 plus 1:1 or small group tutoring (Fleet tutors) <u>COST</u> £4,400 | EEF research shows that carefully planned, and implement, targeting interventions have strong impact on pupil outcomes. 1:1 or 1:3 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. | 1,3 |
| 1:1 reading time. <u>COST</u> £1,026 | 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 | 1,3 |

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| | children do not have the support at home, particularly when they reach KS2. By providing at least 2 weekly 1:1 reading slots with an adult the children improve their reading enjoyment. | |
| <p>Teaching assistants and training programmes to ensure high quality structured interventions and support within the classroom</p> <p><u>COST</u> £8,926 plus £11,886.75</p> | <p>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</p> <p>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.)</p> | 1,3 |
| <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><u>COST</u> £8,714.50</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>A pilot project will run with a group of year 6 children to support with vocabulary development moving to secondary school.</p> | 1,3 |
| <p>Accurate and quality assessments to be used to identify needs and match interventions.</p> | <p>EEF research and wider research identifies the need for assessments to be accurate.</p> <p>Use of standardised assessment resources.</p> | 1,3 |

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| (Writing assessment training and cluster work CPD <u>COST</u> £330 | | |
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,274

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>ELSA support x 2 days a week TTO <u>COST</u> £10,130</p> <p>Well-being resource training: Release time for subject lead 0.5 a week .38 weeks <u>COST</u> £2,880</p> | <p>The importance of a child's well-being and its impact on learning is well documented. With COVID-19, the provision for well-being and ELSA is even more important as a number of reports show the negative impact COVID-19 has had. We have seen this ourselves over the last two years.</p> <p>By providing in house ELSA and Lego therapy, 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> | 2 |
| <p>EWO support x 6 visits <u>COST</u> £2,340</p> <p>Parent Gym <u>COST</u> £3,404</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> | 4,5 |
| <p>Access to wider curriculum opportunities . Breakfast</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> | 4,5,6 |

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| <p>and Afterschool club; Clubs; Music lessons, Workshops: Trips and residential.</p> <p><u>COST</u></p> <p>50% subsidised ASC £4,000</p> <p>Music lessons £3,800</p> <p>School led clubs £1,000</p> <p>Residential school trips £1,500</p> <p>Coolmilk £500</p> <p>Pupil rewards £720</p> | <p>Access to clubs enables children to have access to opportunities, which they might not experience. Widening horizons and interests can improve ambitions. Low ambition and opportunities are a limiting factor for many pupil premium children.</p> | |
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Total budgeted cost: £97,677.30

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes 2020-21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

| 2020 21 Priorities | Impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---------------|-----------------------------|---------------|--|--------------------|-------------------------|--|-----------------------------|--|--|---------------|---------------|---------------|---------------|---------|-----|-----|-----|-----|---------|-----|-----|-----|-----|-------|-----|-----|-----|-----|
| <p>Priority 1: To improve the writing outcomes particularly at greater depth. Update: To strengthen further the teaching of spelling and in particular the use of phonics knowledge within spelling.</p> | <p>Monitoring evidence indicates the teaching of spelling is more embedded with more individualised approaches. Progress was seen regarding application of spelling for key targeting children. Further training on the teaching of phonics and spelling took place which the teachers implemented.</p> <p>However, COVID has impacted more on pupil premium phonics outcomes than non-pupil premium children with lower percentages of pupil premium achieving the phonics check than in 2017/18 and 2018/19</p> <p>Year 1 Phonics: 57% (pupil premium) v 86% (non-pupil premium)</p> <p>Year 2 Phonics: 43% of pupil premium passed verses 81% of non-pupil premium. The needs of the pupil premium children who did not pass (4 children) were varied. All these children continue to receive phonics teaching and interventions in Year 3.</p> <p>Writing outcomes: In line with evidence from other Croydon schools, attainment in writing skills have been most affected by COVID. Greater depth writing has been particularly impacted due to the gaps in writing fluency and rehearsal.</p> <p>However, writing progress for Pupil Premium (Yr 2-6) (non-SEND) was in line with the progress for non-Pupil Premium. This indicates the strategies being deployed are ensuring that the gap for non-SEND pupil premium children did not widen during COVID.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Priority 2: To improve outcomes for RWM.</p> | <p>Internal teacher assessment data indicated that progress for all subjects was positive for all pupils.</p> <p><u>Progress for Yr 2-6 2020-21</u></p> <table border="1" data-bbox="592 1563 1378 1910"> <thead> <tr> <th data-bbox="592 1563 783 1653">Subject (Progress)</th> <th colspan="2" data-bbox="786 1563 1075 1653">Pupil Premium (no SEND)</th> <th colspan="2" data-bbox="1078 1563 1378 1653">Non-Pupil Premium (no SEND)</th> </tr> <tr> <td></td> <th data-bbox="786 1657 932 1742">1 Yr Progress</th> <th data-bbox="935 1657 1075 1742">More than 1yr</th> <th data-bbox="1078 1657 1224 1742">1 Yr Progress</th> <th data-bbox="1227 1657 1378 1742">More than 1yr</th> </tr> </thead> <tbody> <tr> <td data-bbox="592 1747 783 1798">Reading</td> <td data-bbox="786 1747 932 1798">65%</td> <td data-bbox="935 1747 1075 1798">25%</td> <td data-bbox="1078 1747 1224 1798">53%</td> <td data-bbox="1227 1747 1378 1798">45%</td> </tr> <tr> <td data-bbox="592 1803 783 1854">Writing</td> <td data-bbox="786 1803 932 1854">60%</td> <td data-bbox="935 1803 1075 1854">35%</td> <td data-bbox="1078 1803 1224 1854">59%</td> <td data-bbox="1227 1803 1378 1854">38%</td> </tr> <tr> <td data-bbox="592 1859 783 1910">Maths</td> <td data-bbox="786 1859 932 1910">50%</td> <td data-bbox="935 1859 1075 1910">50%</td> <td data-bbox="1078 1859 1224 1910">62%</td> <td data-bbox="1227 1859 1378 1910">33%</td> </tr> </tbody> </table> <p>Attainment for all pupils is lower due to COVID and attainment targets have yet to be met due to gaps in fluency of writing.</p> | | | | | Subject (Progress) | Pupil Premium (no SEND) | | Non-Pupil Premium (no SEND) | | | 1 Yr Progress | More than 1yr | 1 Yr Progress | More than 1yr | Reading | 65% | 25% | 53% | 45% | Writing | 60% | 35% | 59% | 38% | Maths | 50% | 50% | 62% | 33% |
| Subject (Progress) | Pupil Premium (no SEND) | | Non-Pupil Premium (no SEND) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 Yr Progress | More than 1yr | 1 Yr Progress | More than 1yr | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 65% | 25% | 53% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 60% | 35% | 59% | 38% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 50% | 50% | 62% | 33% | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | <u>Attainment Yr 2-6 2020 21</u> | | | |
|--|----------------------|--|-----|-----------------------------|-----|
| | Subject (Attainment) | Pupil Premium (no SEND) | | Non-Pupil Premium (no SEND) | |
| | | EXS+ | GDS | EXS+ | GDS |
| | Reading | 57% | 24% | 85% | 45% |
| | Writing | 57% | 0 | 64% | 13% |
| | Maths | 52% | 14% | 76% | 30% |
| <p>Targeted approaches: Development of reading comprehension strategies (Priority 2)</p> <p>Focused interventions – tutoring and 1:1 catch-up</p> <p>ELSA</p> | | <p>CPD training for comprehension strategies was disrupted. Reading data indicates that reading progress for pupil premium children was less than for non-pupil premium. This does not fit with previous year’s data and indicates that COVID has affected more on reading for the pupil premium children than non-pupil premium despite the interventions, which were in place. A continued focus on reading teaching strategies during 2021/22 is needed.</p> <p>Tutoring: Positive impact reported by teachers. Children reported increased confidence and enjoyed being able to ask questions directly. Data indicates there were positives to the tutoring. There was some disruption to the provision due the challenges of facilitating so many virtual tutors, but the provision seemed to have impact.</p> <p>ELSA support continues to have a positive impact for all children and the need for this support has risen during COVID.</p> | | | |
| <p>Wider strategies: Access to the curriculum – chrome books</p> <p>To improve access to wider curriculum opportunities, including enrichment events, residential trips and clubs.</p> <p>Attendance:</p> | | <p>Use of chrome books to enable pupil premium children access to home learning was positive and continues to be so.</p> <p>COVID limited external trips and clubs, however once possible the use of internal workshops enhanced the learning of the wider curriculum for all. Pupil voice shows the positive impact of the workshops.</p> <p>The gap in attendance seems to be widening, however the figures are distorted by the pupil premium children who did not take up the offer of a place in school during Lockdowns. These children</p> | | | |

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| | were marked absent. This makes the pupil premium figures lower than they were. Figures for the current academic year are showing an improvement in attendance for pupil premium children but for 4 key families. Where children are persistently absent the EWO monitors and is involved with the families. | | |
| | Attendance | Pupil Premium | Non-Pupil Premium |
| | 2019/20 | 91.6% | 91.4% |
| | 2020/21 | 89.3% | 97.3% |

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 | |