

# 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	Upperby Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jose Hodgkins Headteacher
Pupil premium lead	Paula Burns Deputy Headteacher
Governor / Trustee lead	Andy Lomax Amanda Moxon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,792
Recovery premium funding allocation this academic year	£14,138
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	£143,930

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding we consider the context of our school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across our school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### School Context

Upperby Primary School is a community school located in Upperby, in the south of Carlisle. We are a two-form entry school, except for lower down the school where we have a mixed reception / Year 1 class.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

The range of provision the Governors consider making for this group include and would not be limited to the following:

- regular pupil conferencing
- 'Catch-Up' to identified pupils – providing small group work with experienced trained SLAs focussed on overcoming gaps in learning.
- 1-1 support / reactive intervention
- Use of Lightning Squad and Shine interventions.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- Reducing class sizes in Year 6, improving opportunities for effective teaching and accelerating progress
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- To allow the children to learn a musical instrument and to sing in a choir.
- Pastoral support providing activities to engage and promote our values and as a result enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Lack of readiness for starting school
3	More frequent behaviour difficulties
4	Attendance and Punctuality issues
5	Chaotic family lives, mental health issues
6	Low aspirations and poor-home-learning environments, gaps in learning

## 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	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 95%

## 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: £55,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£8000)	High quality CPD is essential to follow EEF principles. The National College and other external courses to be used. CPD is followed up during staff meetings and INSET. We are part of Orgill English Hub.  All staff to lead effectively. Subject leads are released at least once a term.	1,2,3,4,5,6
Phonics (£880 autumn term, Overall - £1500)	RWI is used across EYFS and KS1. In 2020 74% of Year 1's achieved expected level. Target set for 80% by November 2021. All pupils mainly in YR to Y2 to be taught phonics in smaller groups with targeted teaching. All staff have been trained to use RWI. Half-termly assessment check points will be used to check progress and inform the next teaching sequence.	1,2

	EEF - +5 months	
Lexia (£8,000)	<p>PP pupils to complete Lexia intervention approximately 40 minutes each week. This allows them to access personalised learning on a regular basis with a focus on their reading / comprehension skills.</p> <p>PP pupils will also be prioritised for reading practise.</p> <p>Evidence shows that pupils who read regularly and have specific reading programmes make increased progress in their reading ability and in motivation.</p> <p>This in turn will help PP pupils to develop their vocabulary, enhancing their writing (school focus).</p> <p>EEF – Lexia +2 months</p>	1,2,5,6
Learning by Questions Years 5 & 6 (£4270)	<p>Children are provided with instant feedback which is challenging, specific, accurate and clear. This allows for regular powerful learning conversations and targeted support for all pupils within each class focusing upon their skills in maths and English.</p> <p>Shine intervention linked to programme allows teachers to identify any gaps, so additional support can be offered to individual pupils, groups or the whole class.</p> <p>EEF - feedback +6 months</p>	6
Additional Staff (£30,599)	<p>Reduced class sizes in Year 6. Two classes will be split into 3 five mornings a week for English and Maths, helping staff to focus more closely on PP children.</p> <p>EFF – Reduced class sizes +3 months</p> <p>Afternoon sessions will be used to promote good quality active PE lessons across several year groups from our PE co-ordinator. Physical activity has important benefits in terms of health, wellbeing and physical development as well as promoting after-school activities.</p> <p>EEF – Physical activity +1 month</p>	1,6
Reading (£3,500)	<p>In order to promote a real love of reading within school, a dedicated space will be created as our 'Reading Room'. Classes and individual pupils can access the area and all will be encouraged to use the area on a regular basis.</p> <p>Lunchtimes will be manned by staff.</p> <p>This feeds into our whole school focus of improving vocabulary.</p>	1,4,6

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

Budgeted cost: £26,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning (£7,500)	<p>One-to-one maths tutoring for 16 pupils in Years 5 and 6 who are in receipt of pupil premium funding and have been identified as not currently achieving their targets. This intervention will be in addition to the pupils' normal maths lessons.</p> <p>On using the programme during the last academic year, it was evident that children benefitted from having to verbalise their thinking when working mathematically. The intervention was personalised to the individual which helped them to develop their key skills and therefore close any gaps.</p> <p>In 2020, results showed:  Y6 average progress – 4.94  Y6 with Third Space – 5.80  Y6 no Third Space – 4.40</p> <p>EEF – One-to-one tuition +5 months</p>	6
Lightning Squad (£2750 each term = £8250 + £3000 cost of programme = £11,250)	<p>Daily 30-minute tutoring sessions for groups of 4 pupils in Y2-6 who have been identified as needing to make more rapid progress with their reading skills.</p> <p>Our teaching assistants have been trained up on how to use the programme.</p> <p>Pleasing progress was seen last year when a tutor was employed. However, we found that some pupils found it difficult to transfer these skills back into the classroom setting. The aim is that the year group TA will be able to reinforce key learning, when pupils are working within class.</p> <p>Lightning Squad – reading make learning gains of between 3 and 5 months in reading attainment.</p> <p>EEF – reading comprehension strategies +6 months</p>	6
Shine Intervention (£1820 a term =	<p>Targeted intervention for Y2 – 6, where the intervention is targeted to the year group needs.</p> <p>Y2 – maths</p>	6

£5460 + £600 = £6060)	Y3, 4, 5 – reading Y6 – maths and reading	
Speech and Language  (£1092)	<p>On entering Reception, many of our children have low language and communication skills.</p> <p>Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required, that 'typical' Reception children have.</p> <p>Children with apparent S&amp;L difficulties in reception will be screened and will be access the Nuffield Early Learning Intervention programme.</p> <p>Pupils who took part in the NELI programme during the last academic year and were also receiving speech and language support, made more progress on average with their speech than those just with S&amp;L support.</p> <p>This, alongside the introduction of 'word of the day' in reception, will help pupils acquire the necessary skills in order to access the curriculum at at least the expected level.</p> <p>Communication and language approach +6 months</p>	1,2,6
Fine Motor Skills  (£546)	<p>Pegs to Paper intervention to be used across the lower school for pupils whose fine motor skills needs additional support.</p> <p>Many children within the lower school struggle with pencil control. This has been more noticeable since lockdown, along with the over-reliance on technology within family homes.</p>	2,6

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

Budgeted cost: £61,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & punctuality  (£4,500)	<p>Attendance for Pupil Premium Pupils in the year 2020 – 2021 was 91.29% well below school targets. This is far lower than in previous years. PP's attendance has been more affected by the pandemic than non-PP.</p> <p>Whilst punctuality has improved across the school as a whole, a higher percentage of PP pupils are late to school than non-PP pupils.</p> <p>Pastoral team to focus on PP children as a priority each morning.</p> <p>Pupil voice for identified pupils prior to parent meetings.</p> <p>Positive attendance awards including half-termly awards for the most improved attendance.</p> <p>Termly parent meetings for any falling below 94%.</p>	4,5,6

	<p>Attendance letters each half-term so all parents are clear about attendance expectations.</p> <p>Support offered to families who have anxiety regarding attending school due to the pandemic.</p>	
<p>Behaviour and Well being</p> <p>(£49,000)</p>	<p>More frequent behaviour issues often due to home-life, meaning more PP pupils are likely to face consequences within school, which can impact upon their learning and overall academic progress. Systems put in place due to the pandemic have seen reduced behavioural incidents on the playground, so this will continue.</p> <p>To support behaviour and well-being further we will:</p> <ul style="list-style-type: none"> <li>- employ a school counsellor for one day a week</li> <li>- provide nurture groups and 1:1 sessions including extra support for identified behavioural needs at lunchtime (pastoral worker)</li> <li>- MHST will provide early intervention through the use of CBT with parents and also small group intervention – focus KS2 pupils</li> <li>- MHST will provide training for staff</li> <li>- have 100 hours of play therapy sessions throughout the year – focus KS1 pupils</li> </ul>	1,2,3,4,5,6
<p>Enrichment</p> <p>(Residential Costs £5,400)</p> <p>Music – Ukuleles (£2325)</p>	<p>Enable disadvantaged pupils the opportunity to attend visits and trips throughout the school year that they would not be able to afford without financial support from school. This will broaden pupil's outlook, providing them with a variety of opportunities so they can make informed decisions in the future. Many visits are linked to the topics that they study. It is essential for a pupils' own wellbeing that they experience different settings before writing about it.</p> <p>Promoting well-being through exercise is evidenced to impact on achievement in the classroom as well as enhancing social skills.</p> <p>Residential Trips:</p> <p>Y3 – Kingswood</p> <p>Y4 – York</p> <p>Y5 – Brathay</p> <p>Y6 - Edinburgh</p> <p>EFF research – Outdoor adventure learning (+3)</p> <p>Collaborative leaning (+5)</p> <p>Every child has the right to learn to play an instrument.</p>	1,2,3,4,5,6

**Total budgeted cost: £143,542**



## 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.

#### 2020 – 2021 KS2 data based on teacher assessment

58% achieved combined data for reading, writing and maths  
4% achieving higher combined data  
61% achieved expected level for reading  
9% achieved higher level for reading  
61% achieved expected level for writing  
5% achieved higher level for writing  
81% achieved expected level for mathematics  
12% achieved higher level for mathematics  
58% achieved expected level for SPAG  
16% achieved higher level for SPAG

#### 2020 – 2021 KS1 data based on teacher assessment

38% achieved combined data for reading, writing and maths  
0% achieving higher combined data  
51% achieved expected level for reading  
0% achieved higher level for reading  
49% achieved expected level for writing  
0% achieved higher level for writing  
46% achieved expected level for mathematics  
5% achieved higher level for mathematics

#### EYFS

45.5.% achieved Good Level of Development

#### Internal Data 2020 - 2021

Children are expected to make 6.0 levels of progress each year. The gap narrows as the children travel through school. Writing is the widest gap, which is a whole school target area for the year.

	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 1	4.42	6.11	4.43	6.32	4.42	6.21
Year 2	4.92	6.11	4.92	6.34	5.33	5.4
Year 3	4.4	5.7	5.0	5.89	6.63	6.93
Year 4	7.43	7.53	5.71	6.87	6.64	9.95
Year 5	7.35	7.52	6.13	6.66	7.3	8.0
Year 6	6.21	7.16	5.74	6.69	7.32	8.02

