

Allendale Primary School

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	Allendale Primary School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Mrs A Hawkins
Pupil premium lead	Mrs A Hawkins
Governor / Trustee lead	Mrs J Cooper / Mrs V Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485
Recovery premium funding allocation this academic year	£9280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total funding available	£27,765

Part A: Pupil Premium Strategy Plan

Statement of intent

At Allendale Primary School we have high expectations for all pupils in our school, and believe that with effective teaching, engagement and communication with parents and individual knowledge of the strengths and needs of our pupils, every child can fulfil their individual potential, both academically and socially.

In order to do this, we have implemented a range of strategies to provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes a valuable contribution to pupils' outcomes so that children are engaged and achieve well and are allowed to develop their own interests.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individual needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

All staff at Allendale Primary School are committed to ensuring that all of our pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data and have made use of the Education Endowment Foundation and The Sutton Trust research. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

The main objectives for our pupil premium in 2021-22 are to:

- Raise the attainment of pupils in receipt of PP in all areas of the curriculum by providing targeted support to address identified needs
- Increase engagement in learning, including homework activities
- Implement strategies for managing own behaviour
- Enable pupils to identify and name feelings / emotions and understand how they can manage these for themselves and others
- Increase resilience in the classroom and in social times

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental support with learning at home
2	Limited vocabulary and ability to speak in grammatically correct sentences
3	Limited fluency in reading and ability to decode words
4	Lack of understanding of number system, e.g. place value
5	Poor tables knowledge hinders understanding and fluency in maths curriculum
6	Lack of motivation to read regularly at home and engage with homework / home learning
7	Lack of resilience and ambition to do well; Covid 19 has reinforced this and the attainment gap has widened for PP pupils.
8	Behaviour / emotional barriers to learning
9	Low baseline of attainment on entry to EYFS
10	High proportion of PP pupils have SEN needs.

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.

Challenge	Intended outcome	Success criteria
1,2,3,6,7,10	A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.	Pupils access a range of reading material which they can read fluently and enjoy their success. This sets them up for accessing future learning at KS3 and beyond.
2,3,6	The language deficit for pupils in receipt of pupil premium funding is diminished	Pupils are able to speak confidently in full, grammatically correct sentences and express themselves clearly. Targeted pupils receive Speech and Language Therapy intervention.
2,3,6	Pupils develop their language skills through speaking and listening, exposure to high quality reading material and subject specific vocabulary.	Use of STAR reader assessment with Accelerated Reader will track pupil progress and enable suitable range of reading material to be accessed. Writing attainment is increased as pupils are more confidently able to express their ideas

3,4,5,7,8,9,10	PP pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.	All pupils make expected or greater progress in Reading, Maths and Writing from starting points. Attainment for PP pupils is at same level as non PP pupils.
7,9,10	The gap is narrowed in the progress and attainment of PP and non-PP children across the curriculum.	
6,7,8	Pupils enjoy learning and have access to an engaging, broad and varied curriculum	The 3 year topic cycle plan allows a wide variety of topics and learning experiences. Teachers plan a wide range of visits, events and experiences to enhance and inspire learning and make it memorable.
1,6,7	Parents support and encourage pupils to extend their learning at home and develop good attitudes to learning.	Staff work with and support parents to overcome the barriers to learning at home. Pupils consolidate their learning and gain extra practise in skills and knowledge.
4,5,6	Pupils develop confidence and understanding in maths and are able to apply knowledge to the wider maths curriculum.	Standard in maths is increased and there is no difference in PP and non pp attainment.
7.8	Pupils develop excellent attitudes to learning and see the value in learning opportunities. They have ambition for their learning now and in the future.	Behaviour for learning is improved and all pupils display self regulation and the ability to apply themselves to their learning and have the desire to improve.
6,7,8	All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.	
7,8	Pupil behaviour for learning is improved.	
8	Pupil social relationships are improved and they are able to understand the consequences of their actions on themselves and others.	Pupils respect themselves, their peers and adults in school. They display an understanding of and degree of empathy for the consequences of their actions. Social times in school are free of conflict or any conflict can be resolved quickly. Pupils feel safe in school. The Golden Rules are known and enforced.

Activity in this academic year 2021-2022

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD including the Maths Hub (cost of cover and resources)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	4,5,6,7,9,10
Role of Pupil Premium Lead Subject Leadership Time (cost of cover)	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	All

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Evidence from Education Endowment Foundation <ul style="list-style-type: none"> • Teaching and Learning Toolkit: - Individualised instruction = + 4 Months • One-to-one tuition = +5 months • Metacognition & self-regulation = +7 Months • Small group tuition = +4 Months • Teaching Assistant Supervision= +4 months 	2,3,4,5,6,7,8,9,10
Catch-Up Tutor (1:1 and small group support)		2,3,4,5,7,8,9,10
Lego therapy – weekly small group sessions.		2,10
Additional speech and language support and intervention.		2,3,10
Additional TA time to address individual and small group academic needs.		2,3,4,5,6,7,8,10

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school behaviour for learning audit with Emotional Wellbeing and Behaviour Support Service.	Evidence from Education Endowment Foundation Teaching and Learning Toolkit: <ul style="list-style-type: none"> • Behaviour interventions = + 4 Months • Social and emotional learning = +4 Months Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	1,6,7,8,9,10
Staff training for Friends Resilience Programme and implementation across school.		1,6,7,8
Development of OPAL for playtimes.		1,7,8,
Development of outdoor learning classroom and sessions.		1,7,
Development of Zones of Regulation in every class and sessions to address emotional and behavioural language		6,8,10
Use of therapy dogs to improve behaviour / attitudes to learning through reading activities.		6,7,8,10
Develop sensory / nurture room. (resources and planning time)		8,10
Attendance at workshops in school, trips and residential, (Covid permitting)		7,8

Total budgeted cost: £29,000

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.

Objective 1: Raise attainment in Maths and English		
Actions	Success criteria	Impact
Implement TRUGs Programme for pupils requiring support for reading	Decoding words / phonic skills improve. Vocabulary is enhanced and impact seen on reading standards and access to books.	Trug's groupings from Y1 to Y6. All pupils show progress from baseline assessment. All pupils now accessing Accelerated reader scheme. Trugs home learning sets lent out to parents during lockdown.
Provide support for PP pupils not achieving what they are capable of in English and / or maths.	TA led groups, 1-1 support for PP pupils to identify and overcome their barriers to learning.	Intervention groups led by TAs and teachers in conjunction with Catch Premium initiatives. TA 1-1 tuition online provided during lockdown to maintain engagement with learning and support for parents.
Continue to monitor AR and Star reader data in relation to PP pupils	PP pupils encouraged to read at home and in school for pleasure. Access to range of reading material. Comprehension strategies and skills develop and good progress is made	STAR reader data used to identify pupils who need extra support / a more structured reading intervention. Monitor engagement with and understanding of reading material through AR data. All pupils in Y2 – Y6 now able to access AR scheme. Engaged reading time is reduced compared with pre covid times.
Partnership with Great North maths Hub in participating in Mastery readiness programme	Identify PP Pupils and put support in place / intervention linked to School development plan.	PP pupils benefited from 1-1 or 1-2 tuition through catch p Premium. Some made progress although attainment remains below expected standard.

Objective 2: Provide Support to meet emotional Needs of PP pupils		
Actions	Success criteria	
Continue to develop lego club and target needs of pp pupils	Weekly lego groups run. pupils rotated to ensure needs met. Increased self confidence and communication skills increase.	Lego group run in Y6 only due to bubble structure. Enabled pupils to develop communication skills and prepare them for transition to KS3.
Provide 1-1, small group support for PP pupils who experience social difficulties	Pupils feel calm and happy at school and needs met.	HLTA led 1-1 and small group friendship and social skills sessions with Y2 and Y3 pupils to enable them to understand and regulate their emotions. Success for Y3 pupils who have made transition to Y4 smoothly.
Provide enrichment activities that are accessible for all pupils.	All pupils can take part in visitor workshops and curriculum related visits. PP pupils have financial barriers removed.	Limited due to Covid. Outdoor learning sessions took place for all pupils with school funding PP pupils participation.
Objective 3: Training to develop teaching and learning approaches		
Dissemination of Maths Hub training and face to face events. Maths Hub training for TAs	Staff knowledge enhanced and practice is effective in class and for intervention required for PP pupils.	Limited face to face meetings for staff – mainly online or email communication. Maths hub training took place online and mastery continues to be a focus as we are into Y2 of the programme. TAs took part in training session run by maths lead – second course cancelled due to covid.
Review marking and feedback procedures	Marking and feedback is effective and helps to raise attainment and increase children’s knowledge and understanding.	Marking and feedback format has changed and is considered effective and time efficient. Staff continue to share good practice.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Y6, (2019 SAT papers)	Pupil Premium Pupils	Non Pupil Premium pupils	All pupils
% achieving expected standard in reading, writing and maths	3/4 = 75%	16/18 = 89%	15/18 = 84%
% achieving greater depth standard in reading, writing and maths	0/4 = 0%	1/14 = 7%	1/18 = 6%
% achieving expected standard in reading	3/4 = 75%	14/14 = 100%	17/18 = 95%
% achieving greater depth standard in reading	1/4 = 25%	10/14 = 72%	11/18 = 61%
% achieving expected standard in writing	3/4 = 75%	13/14 = 93%	16/18 = 89%
% achieving greater depth standard in writing	1/4 = 25%	5/14 = 36%	6/18 = 34%
% achieving expected standard in maths	3/4 = 75%	13/14 = 93%	16/18 = 89%
% achieving greater depth standard in maths	0/4 = 0%	2/14 = 14%	2/18 = 11%
Y2	Pupil Premium Pupils	Non Pupil Premium pupils	All pupils
% achieving expected standard in reading	0/3 = 0%	17/20 = 85%	17/23 = 74%
% achieving greater depth standard in reading	0/3 = 0%	3/20 = 15%	3/23 = 13%
% achieving expected standard in writing	0/3 = 0%	17/20 = 85%	17/23 = 74%
% achieving greater depth standard in writing	0/3 = 0%	0/20 = 0%	0/23 = 0%

% achieving expected standard in maths	1/3 = 33%	15/20 = 75%	16/23 = 70%
% achieving greater depth standard in maths	0/3 = 0%	2/20 = 10%	2/23 = 9%
Y1 Phonics	Pupil Premium Pupils	Non Pupil Premium pupils	All pupils
% achieving standard on phonic screening	1/2 = 50%	5/10 = 50%	6/12 = 50%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	