



## St. David Haigh and Aspull C of E Primary School

### Pupil Premium Strategy Statement

**2021-2024**

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) **with the aim of improving** the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

#### **School overview for 2021-2022**

<b>Detail</b>	<b>Data</b>
School name	St David Haigh & Aspull C of E Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022, July 2023, July 2024
Statement authorised by	Mrs. J. Woodcock (Executive Headteacher)
Pupil premium lead	Mrs. J. Woodcock (Executive Headteacher)
Governor / Trustee lead	Miss J. Hyde

#### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£34,970
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,740</b>

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

In supporting our disadvantaged pupils we intend to do the following:

- provide the highest standard of quality first teaching
- remove barriers to learning and create ambitious, motivated and resilient pupils who believe in themselves
- ensure equality of opportunity
- improve future life chances and create potential for social mobility

We do this through targeted academic support in addition to broader provision, which supports pupils' well-being, in addition to fostering wider talents and interests.

Our key principles are to ensure all pupils are happy and engaged in their learning, by providing a rich and progressive curriculum. We strive for the highest academic standards. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education, and to foster a love of learning.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Increased risk of poor attendance, persistent absenteeism and poor punctuality.
2	Staff confidence in teaching and assessing a new curriculum, with a secure pedagogical approach .
3	Standards in reading, writing and maths, which create barriers for learning across the curriculum.
4	Increased risk that pupils access a limited number of life experiences outside of school and have few opportunities to develop new skills. As a result, children's understanding of culture, and the world, is underdeveloped, creating a barrier to 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
Improved levels of attendance and punctuality	<ul style="list-style-type: none"> <li>• An increased number of PPG children will have sustained attendance of 96% or more.</li> <li>• Persistent absenteeism will reduce for PPG pupils.</li> <li>• Overall attendance of PPG pupils will be in-line with that of all children.</li> </ul>
Improved standards in reading	<ul style="list-style-type: none"> <li>• All pupils will make at least six steps of progress in Reading.</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading.</li> <li>• An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills.</li> <li>• Rates of reading at home will increase for PPG pupils.</li> </ul>
Improve standards in writing	<ul style="list-style-type: none"> <li>• All pupils will make at least six steps of progress in Writing.</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing.</li> <li>• Children will be given the opportunity to write for a variety of purposes, including in published books/competitions</li> </ul>
Improve standards in maths	<ul style="list-style-type: none"> <li>• All pupils will make at least six steps of progress in Mathematics.</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics.</li> <li>• Children will access the three statutory aims of mathematics each day.</li> </ul>
All teaching, in all subjects, is at least good	<ul style="list-style-type: none"> <li>• Read Write Inc Phonics and Literacy and Language lessons demonstrate Pace, Participation and Progress every day.</li> <li>• Mathematics demonstrates pupils access the concrete, pictorial, symbolic approach daily, in order to fulfil the three statutory aims – fluency, reasoning and problem solving.</li> <li>• Science and the Foundation Subjects will evidence the four stage approach of Engage, Develop, Innovate and Express.</li> <li>• Formative assessment is used to inform teaching.</li> <li>• Pupils know more, remember more and can do more.</li> </ul>
Pupils experience a rich and progressive curriculum	<ul style="list-style-type: none"> <li>• All children who come to St. David’s will access a rich and progressive curriculum, regardless of their personal circumstances.</li> <li>• All disadvantaged pupils will access extra-curricular activities.</li> <li>• All children will access one enrichment activity, per year e.g., a live music event.</li> </ul>

## 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

Budgeted cost: £18, 740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Read Write Inc Phonics</b> Systematic approach to teaching phonics (resources, staff training and small group teaching)	EEF states that Phonics has a positive impact overall (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3
<b>Read Write Inc Virtual Classroom</b> Online portal with access to pre-recorded phonics sessions to support teaching and learning in school as well as independent learning at home.	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	2, 3
<b>Read Write Inc Home Reading Books</b> High quality home reading books to support the development of early reading.	Parental engagement has a positive impact on average of 4 months' additional progress.	2, 3
<b>Read Write Inc Development Days</b> Six development days, providing reading leader training and continuous professional development for all phonics teachers and key stage two teachers.	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	2, 3
<b>White Rose Maths</b> Subscription to premium online teaching resources to supplement quality first teaching.	Develop practitioners' understanding of how children learn mathematics. Dedicate time for children to learn mathematics and integrate mathematics throughout the day. Use manipulatives and representations to develop understanding. Ensure that teaching builds on what children already know.	2, 3

<p><b>Mathematics Consultant</b> Professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</p>	<p>EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p>	<p>2, 3</p>
<p><b>Cornerstones Maestro Subscription</b> Knowledge rich curriculum projects</p>	<p>Cornerstones Curriculum Projects are carefully sequenced to build pupils long-term memory and secure understanding in Science and Foundation subjects. Cornerstones pedagogical approach (Engage, Develop, Innovate, Express) excites children and provides opportunities for them to deepen their knowledge and understanding and make connections to wider learning.</p>	<p>1,2, 3</p>
<p><b>Purplemash Subscription</b> Platform for teachers to set high-quality homework linked to learning in the classroom. (Also used for remote education for children who are self-isolating)</p>	<p>EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).</p>	<p>2, 3</p>
<p><b>Small class size</b> Rec &amp; Y1 23 Y2 &amp; Y3 24 Y4 22 Y5 17 Y6 15</p>	<p>EEF studies show that reducing class size has a small positive impact of +2 month, on average.  The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p>	<p>1, 3</p>
<p><b>High Quality Continuing Professional Development for Staff</b> Trainee Teacher Hub Model with MMU and Edge Hill with in-school Tutors Early Career Teacher programme National College of Teaching subscription Carefully selected CPD from external partners e.g. ECM Participation in National Professional Qualifications Collaborative networking</p>	<p>EEF states, ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.’</p>	<p>2, 3</p>

## Targeted academic support

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Early Reading (Phonics) Tuition</b>            Read Write Inc 1:1 tuition            Read Write Inc Virtual classroom            Read Write Inc additional speed sounds session</p>	<p>EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.</p>	<p>2, 3</p>
<p><b>Reading Intervention</b>            Freshstart            Reading Plus</p>	<p>EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year and reading comprehension strategies are high impact on average (+6 months).</p>	<p>2, 3</p>
<p><b>TT Rockstars</b></p>	<p>EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).</p>	<p>3</p>
<p><b>In-school intervention</b>            Small group Reading, Grammar, Maths intervention, delivered by the class teacher.            Y6 CGP based 'booster' sessions</p>	<p>EEF evidence states this can create up to an additional 4 months progress, over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching.</p>	<p>2, 3</p>
<p><b>SEND Specific intervention</b>            Individual Education Plans inform carefully devised provision, which included, advice, strategies and programmes from external agencies, such as SALT, physio etc.</p>	<p>EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.</p>	<p>2, 3</p>

## Wider strategies

Budgeted cost: £9, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance support</b> Robust implementation of the Attendance Policy and Procedures Inventory sign in system Whole school attendance initiatives</p>	<p>Regular attendance at school means that pupils can make the most of their education.</p> <p>Regular attendance also helps in developing a child’s social skills, such as making and developing friendships.</p> <p>Regular and punctual attendance patterns will help prepare children when they enter the world of work.</p> <p><b>The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.</b></p>	<p>1</p>
<p><b>Multi-agency support</b> Additional DDSLs CPOMs Regular training Early Help caseloads Pastoral Support Plans</p>	<p>Maslow’s ‘Hierarchy of Needs’ shows that pupils must have their safety needs met before they are able to succeed in any environment.</p> <p>EEF studies show that Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p>EEF studies show that behaviour interventions have a positive impact on average of 4 months’ additional progress.</p>	<p>1, 3</p>
<p><b>Partnership with External agencies</b> Counselling through Wigan Family Welfare Educational Psychologies SLA Targeted Educational Support Service SLA Engagement Centre</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months.</p> <p>EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months’ additional progress.</p>	<p>1, 3</p>
<p><b>EEEs</b> School carefully plans Enrichment, Extra-curricular and Experiences for all children These include: Forest school, project enrichment through trips and visitors, wider opportunities, including music and sport, Coram Life</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning. (+3 months)</p> <p>EEF studies show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month)</p>	<p>1, 3, 4</p>

<p>Caravan, lunchtime and after school clubs, PGL.</p> <p>A range of stakeholders within our Trust and School community have identified a menu of activities that we would like children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital.</p> <p><b>These include:</b></p> <p><b>Nursery</b> - A den making experience</p> <p><b>Reception</b> -A country walk with outdoor entertainment</p> <p><b>Year 1</b> - A visit to a contemporary circus</p> <p><b>Year 2</b> - A visit to watch live music</p> <p><b>Year 3</b> - A visit to an art gallery</p> <p><b>Year 4</b> - An experience of water sports</p> <p><b>Year 5</b> - An experience of a Winter sport</p> <p><b>Year 6</b> - A City trip, including a University and Cathedral visit.</p>		
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**Total budgeted cost: £38, 740**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Intended outcome	Success criteria	Review of 2021-2022
Improved levels of attendance and punctuality	<ul style="list-style-type: none"> <li>An increased number of PPG children will have sustained attendance of 96% or more.</li> <li>Persistent absenteeism will reduce for PPG pupils.</li> <li>Overall attendance of PPG pupils will be in-line with that of all children.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of PPG children 90.9%</li> <li>Attendance of Non-PPG children 92.1%</li> <li>National attendance 92.8%</li> <li>PA for PPG children 4.46%</li> <li>PA for Non-PPG children 11.6%</li> </ul>
Improved standards in reading	<ul style="list-style-type: none"> <li>All pupils will make at least six steps of progress in Reading.</li> <li>An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading.</li> <li>An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills.</li> <li>Rates of reading at home will increase for PPG pupils.</li> </ul>	<ul style="list-style-type: none"> <li>On average, all pupils made at least six steps of progress (6.15 steps)</li> <li>End of KS2 4/6 67% achieved ARE in reading</li> <li>No children entitled to PPG in Year 1</li> <li>New reading scheme has been introduced and well received by families</li> </ul>
Improve standards in writing	<ul style="list-style-type: none"> <li>All pupils will make at least six steps of progress in Writing.</li> <li>An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing.</li> <li>Children will be given the opportunity to write for a variety of purposes, including in published books/competitions</li> </ul>	<ul style="list-style-type: none"> <li>On average, all pupils made at least six steps of progress (6.0 steps)</li> <li>End of KS2 4/6 67% achieved ARE in writing</li> <li>Implementation of L&amp;L provided focused opportunities to write</li> </ul>
Improve standards in maths	<ul style="list-style-type: none"> <li>All pupils will make at least six steps of progress in Mathematics.</li> <li>An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics.</li> <li>Children will access the three statutory aims of mathematics each day.</li> </ul>	<ul style="list-style-type: none"> <li>On average, all pupils made at least six steps of progress (6.0 steps)</li> <li>End of KS2 2/6 33% achieved ARE in Maths</li> <li></li> </ul>
All teaching, in all subjects, is at least good	<ul style="list-style-type: none"> <li>Read Write Inc Phonics and Literacy and Language lessons demonstrate Pace, Participation and Progress every day.</li> <li>Mathematics demonstrates pupils access the concrete, pictorial, symbolic approach daily, in order to fulfil the three statutory aims – fluency, reasoning and problem solving.</li> <li>Science and the Foundation Subjects will evidence the four stage approach of Engage, Develop, Innovate and Express.</li> </ul>	<ul style="list-style-type: none"> <li>Consultancy reports demonstrate positive impact</li> <li>Monitoring and evaluation, including consultancy reports demonstrate positive impact</li> <li>Monitoring and evaluation of implementation shows the consistent application of the four stage approach within projects</li> <li>Our curriculum provides opportunities for regular</li> </ul>

	<ul style="list-style-type: none"> <li>Formative assessment is used to inform teaching.</li> <li>Pupils know more, remember more and can do more.</li> </ul>	formative assessment of pupils' learning, recaps and 'Rapid Reviews' at the start of lessons inform next steps.
Pupils experience a rich and progressive curriculum	<ul style="list-style-type: none"> <li>All children who come to St. David's will access a rich and progressive curriculum, regardless of their personal circumstances.</li> <li>All disadvantaged pupils will access extra-curricular activities.</li> <li>All children will access one enrichment activity, per year e.g., a live music event.</li> </ul>	<ul style="list-style-type: none"> <li>Our long-term plan offers pupils a well-sequenced, coherent and progressive curriculum.</li> <li>Our 3 Es (Enrichment, Extra-curricular and Experiences) build in Cultural Capital</li> <li>Comprehensive extra-curricular programme ensures maximum engagement for all pupils</li> <li>Each year group enjoyed an experience with the other schools within LTT.</li> </ul>

## Externally provided programmes

Programme	Provider
National Tutoring Programme	White Rose Maths
Phonic 1:1	Read Write Inc