

# Central Primary School Pupil Premium Strategy Statement



This statement details Central Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The statement outlines our 3 year 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	Central Primary
Number of pupils in school	722 LL - Year 6 624 Rec - Year 6
Proportion (%) of pupil premium eligible pupils	57% Rec - Year 6
Academic year/years that our current pupil premium strategy plan covers	2019-20 2020-21 2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022 ( Monitoring Termly by PP Lead / Governor monitoring and evaluation will take place twice per year)
Statement authorised by	Louise Hall
Pupil premium lead	Alan Kemp
Governor / Trustee lead	Jill Atkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 425,790.45
Recovery premium funding allocation this academic year	£ 51,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 50,000
<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	£ 526,975.45

# Part A: Pupil premium strategy plan



## Statement of intent

We recognise the importance of reflecting our context when devising Central Primary School's pupil premium strategy. Our strategy therefore reflects and addresses common barriers to learning our disadvantaged pupils may face including weak language and communication skills, access to real life experiences, self-esteem, poor attendance as well as social / emotional and behavioural challenges. Our strategy is integral to Central Primary School's vision that everyone in our community has the knowledge, skills, values, and opportunities to be the best they can be. We want to ensure that all our pupils succeed in their next steps in education and beyond and positively contribute to society.

We use research conducted by the EEF and recognised literature to support decisions made, ensuring that selected options have the greatest impact on outcomes for learners. The objectives within this strategy reflect the prioritising of early reading, quality first teaching, high quality support for learning and wider strategies that benefit our pupils holistically.

Our selected principles are informed by the EEF tiered approach and are integral to the school development plan and education recovery.

To ensure they are effective we will:

### **Reading**

- Expertly teach synthetic phonics through Read Write Inc ensuring that all pupils without excuse are able to read by age 7.
- Ensure that a firm grounding in phonics translates into fluency and comprehension through a love of reading by exposing pupils to high quality, planned texts which:-
  - provide models of fluent and expressive reading
  - develop vocabulary so that our children are able to understand a broad range of increasingly complex texts
  - exposes pupils to more complex sentence structure which allows them to engage with increasingly challenging texts
  - develop their understanding of the world; this gives them a wider knowledge base to draw upon in future reading and broadens their experiences
  - encourages more children to read regularly and frequently; they are willing readers who understand they can read in order to learn as well as for pleasure

### **Teaching and Learning**

- Ensure disadvantaged pupils have access to Quality First Teaching which is informed by the science of learning

### **Holistic Support**

- Target early additional intervention and support for learning
- Provide enrichment opportunities that promote the development of essential skills for life (employability skills)

### **Whole School**

- Ensure all staff take responsibility for disadvantaged pupil outcomes by adapting a whole school approach

Objective	Key principles of the strategy and plans to achieve objectives.
<p><b>Priority 1</b> Quality First teaching (<u>Implementation Plan available</u>)</p> <p>Quality First teaching via the ALP's teaching and learning profile. This links to the work being carried out across the trust with the 'Ambition Institute on the science of learning.</p> <p><b>'To ensure that every class has high quality teaching is a major school priority'.</b></p> <p><b>Priority 1</b> Quality First teaching</p> <p>Develop reading fluency (<u>Implementation Plan available</u>)</p>	<p>Deliver coaching sessions through deliberate practice to help staff to get better at gaining pupil attention in line with an agreed approach – communication plan. <i>This will be a continuous coaching model.</i></p> <p>CPD programme to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>Trust coaches will be identified and a focus coaching group created to trial aspects of the Teaching and Learning profile.</p> <p>Tier 1 Quality First Teaching; Through a systematic approach to expertly teaching phonics, all children, including disadvantaged pupils, have the decoding skills needed to meet the expectations of the phonics screen by the end of Year 1.</p> <p>Tier 2 Targeted support; Through targeted support children who are making less than expected progress will achieve the required level of fluency by the end of Year 2.</p> <p>Reception and Key Stage 1 In addition to existing phonics provision. Online training resources for RWI are being fully utilised to train additional staff to deliver RWI.</p> <p>New online resources are being used by teachers and reading leaders to coach and fine tune delivery at all levels.</p> <p>New online resources are available for parents and carers to access to support children at home with exactly matched activities.</p> <p>School continues to have development days from Ruth Miskin training for external verification of quality of provision, development of leadership, introduction of new strategies and resources.</p> <p>Development Days with the RWI Consultant and DHOS support the Reading Leaders to be highly skilled coaches.</p> <p>RWI is fully resourced at all levels in school, specifically the provision of texts to match reading levels for all groups.</p> <p>Tier 1 Quality First Teaching; A systematic and well implemented programme of learning in spelling</p>



	<p>throughout Key stage 2 will result in children being able to read and have a greater vocabulary of words that they can spell accurately and apply in writing.</p> <p>Key Stage 2</p> <p>Spelling approach uses and builds on pupils' phonic knowledge and incorporates aspects of morphology and explicit vocabulary teaching.</p> <p>Staff will receive further CPD, including opportunities for deliberate practice prior to implementation of approach.</p> <p>Children have the opportunity to practice and apply their learning in spelling.</p> <p>Reading leaders coach staff delivering RWI sessions to small groups of pupils who are still receiving phonics instruction for reading and spelling.</p>
<p><b>Priority 2</b></p> <p>Targeting support and intervention ((<u>Implementation Plan available</u>))</p>	<p>Tier 2 targeted support;</p> <p>Some pupils will require intervention in order to catch up with the progress of peers. This may be due to missed learning from school closures due the national Covid- 19 pandemic.</p> <p>Some pupils will have access to 1:1 support or interventions in all core areas to achieve accelerated progress or push from an EXS level to a GDS..</p> <p>If required, ensure that intervention for phonics/reading is in place and PP children are prioritised.</p>
<p><b>Priority 3</b></p> <p>Wider strategies (<u>Implementation Plan available</u>)</p> <p>Increased provision for disadvantaged pupils to develop key life and employability skills, cultural capital experiences, increased aspirations and essential character traits.</p> <p>Interventions in self-regulation strategies that aid pupil emotional well-being.</p>	<p>Tier 3 Wider strategies;</p> <p>Our pupils will develop cultural capital, character and key life skills through a varied range of curriculum based experiences.</p> <p>Enrichment of the curriculum via skills and careers will promote engagement in all aspects of learning as well as developing positive behaviours and attitudes.</p> <p>Subsidy of enrichment activities ensures that all classes can undertake activities such as trips, visits, camps.</p> <p>Enrichment activities provide context for learning in a range of subject areas.</p> <p>A dedicated Skills and Careers curriculum implemented across the trust.</p> <p>Thrive approach is further embedded across the school to support our pupils and families whose emotional needs are having a detrimental effect on pupil learning, mental health and wellbeing.</p>





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

Challenge number	Detail of challenge
1	Communication and language skills on entry to school are lower for disadvantaged pupils'.
2	Key skills (reading, writing & mathematics) on entry to school are lower for disadvantaged pupils. This impedes on their learning and self - esteem.
3	Ability to read with fluency. The ability to read is the single most significant indicator of a child's ability to make progress in learning therefore accelerating progress in reading and ensuring that children are on track with age related expectations in reading by the age of 6 is a key challenge.
4	Social and emotional issues. Some of our pupils face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning. This has significant impact on well-being, motivation and levels of concentration.
5	Low attendance rates and persistent absence for disadvantaged pupils.. Our attendance data indicates that attendance and persistent absence among disadvantaged pupils has been significantly lower than for non- disadvantaged pupils. This has a negative impact on disadvantaged pupils' progress.
6	Parents of some disadvantaged pupils are less able to engage with their child's learning at home and within school (identified as vulnerable/hard to reach).
7	As a result of deprivation, some pupils need to experience a wealth of enrichment experiences in-order to widen their horizons and unlock future opportunities.
8	Some of our pupils have little aspiration for the future and are in need of additional careers and employability provision so that they do not limit their own potential.
9	All pupils need the highest quality of teaching in every classroom.
10	Some pupils lack access to the internet and the use of computers to support their studies.



**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
Improve oral language skills for pupils eligible for PP.	<ul style="list-style-type: none"> <li>→ Standards for targeted pupils raised in speaking, listening and comprehension. This is evident when triangulated with other sources of data.</li> </ul>
To continue to diminish the differences between disadvantaged pupils and their peers; focusing on specific groups of PP children achieving the expected standard in reading, writing and mathematics by the end of KS1 and KS2	<ul style="list-style-type: none"> <li>→ Pupils eligible for PP in Years 1 and 2 make good progress from their Sept 2020 baseline starting points.</li> <li>→ In Year 2 the number of pupils meeting age related expectations to be above or in line with the national figure.</li> <li>→ In Year 6, pupils eligible for PP by the end of Key Stage 2 make good progress from their Sept 2020 baseline starting point.</li> <li>→ A significant proportion of AH PP pupils make greater than expected progress within each year group.</li> </ul> <p>Year 6 PP 'ARE' targets:</p> <ul style="list-style-type: none"> <li>• Reading 64%</li> <li>• Mathematics 68%</li> <li>• Writing 59%</li> </ul> <ul style="list-style-type: none"> <li>→ Across all year groups, the number of PP pupils achieving age related expectations increases and is comparable with non-PP pupils.</li> </ul>
To further increase the % of PP children achieving the expected standard in the Phonics Screening test in 2021 from their baseline starting points so that 100% meet the expected standard by Year 2.	<ul style="list-style-type: none"> <li>→ 94% of pupils eligible for PP achieve the expected standard in the Year 1 Phonics screening test.</li> </ul>
Continue to increase the % of PP children reaching a Good Level of Development from their baseline starting points.	<ul style="list-style-type: none"> <li>→ Continue to increase the % of PP children reaching a Good Level of Development from their baseline starting points.</li> </ul> <p>Anticipated ELG for Reading outcomes:</p> <ul style="list-style-type: none"> <li>→ PP 14/17 82%    NPP 51/68 75%</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of pupil wellbeing. This will be demonstrated by:</p> <ul style="list-style-type: none"> <li>→ qualitative data from pupil voice, pupil and parent surveys.</li> <li>→ data from teaching and learning action steps / observations.</li> <li>→ the review cycle of monitoring demonstrates the impact of the PP strategy through pupil voice.</li> </ul>
Remove existing barriers to learning by developing positive and constructive relationships between parents and carers.	<ul style="list-style-type: none"> <li>→ Positive relationships are built resulting in improved confidence, motivation and engagement with school.</li> <li>→ Relevant school data collected via parent questionnaires, parent surveys, parent evenings and assessments of family school events shows a large proportion of disadvantaged families attending and engaging in events.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2022 demonstrated by:</p> <ul style="list-style-type: none"> <li>→ the overall absence rate for all pupils is no more than 5% and the attendance gap between disadvantaged pupils and their non- disadvantaged pupils is reduced by 1.5%</li> <li>→ the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils is significantly reduced.</li> </ul>
Increased provision for disadvantaged pupils to develop key life skills and essential character traits.	<ul style="list-style-type: none"> <li>→ An increased proportion of disadvantaged pupils attend school and after school clubs. This is evidenced in attendance registers.</li> <li>→ A significant proportion of disadvantaged pupils have a higher level of essential skills, using the Skills Builder Framework, and employment</li> </ul>



	<p>outcomes. Relevant case studies demonstrate the impact on PP pupils.</p> <ul style="list-style-type: none"><li>→ A significant proportion of disadvantaged pupils take part both in school clubs and residential trips. (Covid specific)</li></ul>
<p>CPD increases staff teaching capacity to attune to pupils' needs, as well as provide more effective use of the science of learning.</p>	<ul style="list-style-type: none"><li>→ Teaching and learning profile indicates staff have clear strategies to engage learners and this demonstrates increased access to learning for disadvantaged groups.</li><li>→ Coaching sessions through deliberate practice take place. These help staff to get better at gaining pupil attention in line with an agreed approach / communication plan.</li><li>→ CPD programme develops a mental model of metacognition and self-regulation strategies.</li><li>→ Teaching and support staff effectively deploy the strategies of the science of learning with learners.</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 (for example, CPD, recruitment and retention)

Budgeted cost: 115,643.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching via the ALP's teaching and learning profile. This links to the work being carried out across the trust with the 'Ambition Institute and with the science of learning.</p>	<p>The available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <u>High - quality teaching- Toolkit Strand - Education Endowment Foundation.</u></p> <p>Our Teaching and learning profile is built around the principles in the Learning Curriculum that is advocated by the Ambition Institute. This promotes an in-depth understanding of the science of learning to offer invaluable articulations of the principles of learning and their applications <u>Deans for Impact, 2015; McCrea, 2019; Weinstein et al., 2018.</u></p>	<p>1,2 and 9</p>
<p>CPD programme in place to enable teachers and support staff to effectively deploy the strategies of the science of learning with all learners.</p> <p>Deliver coaching sessions through deliberate practice to help staff to get better at gaining pupil attention in line with an agreed approach – communication plan. <b><i>This provides continuous support.</i></b></p> <p>All teaching staff have access to coaching.</p> <p>Work with subject leaders to monitor and evaluate teaching pedagogy and impact of new curriculum documentation (subject overviews) and staff CPD – curriculum plan.</p>	<p>Staff within Central Primary School have worked with the 'Ambition Institute' and have an increased knowledge base of the science of learning. Ambition Institute training programmes are for teachers, school leaders and system leaders, serving children from disadvantaged backgrounds. During the period of remote learning, leaders invested significantly in developing a shared understanding of the theory behind the science of learning. All staff can articulate the principles of cognitive science and skillfully refine their exposition whilst teaching remotely. Trust leaders recognise the importance of revisiting learning in order to embed and extend classroom practice.</p> <p>Ambition Institute states, 'Effective teaching depends on teachers developing and applying an accurate mental model of how students learn. Some principles are unsurprising: students struggle to learn if they are not attending to new information. It is less obvious however, that a quiz supports learning better than rereading. Two leading memory researchers have argued that, "the trials and errors of everyday living and learning do not seem to result in the development of an</p>	<p>1,2 and 9</p>





<p>CPD programme to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. Our CPD programmes will consider the needs of staff and mechanisms to enable the school to provide active feedback as well as revisited prior learning. We will build the knowledge base of staff to develop techniques that are to be embedded in school practice</p>	<p>accurate mental model of the self as learner or an appreciation of the activities that do and do not foster learning.” instead, they suggest, teachers may have to go against their intuitions if they are to teach effectively (Bjork and Bjork, 1992). It falls to teacher educators to develop teachers’ understanding of how students learn, and to support them to apply their understanding through their teaching. These principles as well as our overriding school priorities will lead our professional development programme in school. <u><a href="#">Ambition Institute</a></u>.</p> <p>Evidence suggests that professional development is likely to be the most impactful tool at our disposal to improve learning and outcomes for pupils. <u><a href="#">Fletcher-Wood and Zuccollo, 2020</a></u>. - Jennifer Barker Dean of <u><a href="#">Learning Design ‘Ambition Institute’</a></u>.</p> <p>The EEF states ‘effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms, such as, the needs of the school, it should revisit learning, build knowledge, motivate staff, and develop techniques that are embedded in school practice. <u><a href="#">Effective Professional Development - recommendations for designing and selecting effective professional development - Education Endowment Foundation</a></u>.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching. <u><a href="#">Education Endowment Foundation</a></u>.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. <u><a href="#">Metacognition and self - regulation - Toolkit Strand - Education Endowment Foundation</a></u></p>	
<p>Trust coaches will be identified and a focus coaching group created to trial aspects of the Teaching and Learning profile.</p>	<p>Effective professional development includes both initial training as well as high-quality</p>	



	<p>follow-on coaching. <a href="#">Education Endowment Foundation</a>.</p> <p>While up-front training is important in developing a conceptual understanding of a new approach, crucially, training alone is unlikely to be sufficient to yield changes in practice. Often, it is only when follow-on support is added to training, in the form of expert coaching or mentoring, that teachers are able to apply their conceptual understanding to practical classroom behaviours. An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes. <a href="#">Putting Evidence To Work: A School's Guide To Implementation - Education Endowment Foundation</a>.</p>	
<p>Staff well-being and Mental Health provision to aid recruitment and retention of staff</p>	<p>The evidence for making staff wellbeing a part of school culture and everyday behaviours and activities is compelling. While detailed research into school staff wellbeing is limited, it does suggest the significant impact it can have on outcomes. At the Ashington Learning Partnership we will continue to invest in this important aspect of staff welfare and incorporate all areas of the working environment.</p> <p>Well-being at work has been identified by scholars as one of the most important dimensions of an individual's overall well-being, but also as a contributing factor to the economic growth of a country through its workforce. The International Labour Organization defines workplace well-being broadly as: 'all the related aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organization'. <a href="#">Research and analysis: Summary and recommendations: teacher well-being research report - Published 22 July 2019 - GOV.UK</a></p> <p>We believe that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health <a href="#">DfE Education Staff Wellbeing Charter</a>.</p> <p>In addition, the whole of the education system needs to attract and retain high-quality professionals. Improving the wellbeing of staff, including by creating supportive cultures, is a crucial means of increasing and safeguarding workforce supply in the long-term. Wellbeing is not the only factor involved in recruitment and</p>	<p>9</p>

	<p>retention, but it is recognised that improving wellbeing in the sector can help to both increase the chance of keeping current talent, and heighten the appeal of the sector to new talent in the long-term. <u>DfE Education Staff Wellbeing Charter</u>.</p>	
--	---	--



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



Budgeted cost: £ 179,684.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Reading</p> <p>Reading Leaders</p> <p>Additional staff capacity for reading</p> <p>Investment in key resources</p>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. <a href="#">Early literacy approaches - Toolkit Strand - Education Endowment Foundation.</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). <a href="#">Reading comprehension strategies - Toolkit Strand - Education Endowment Foundation.</a></p> <p>Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life's profound joys. <a href="#">Reading: the next steps supporting higher standards in schools March 2015, DfE.</a></p>	<p>1,2,3 and 9</p>
<p>Employment of Speech and Language assistants and - Communication &amp; Language Coordination</p> <p>EKLAN Training</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. <a href="#">Communication and language approaches - Early Years Toolkit - Education Endowment Foundation.</a></p>	<p>1,2, 3 and 9</p>
<p>Reduce size RWI groups and Development days.</p> <p>Phonics development</p>	<p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school. <a href="#">Reducing class size - Toolkit Strand - Education Endowment Foundation.</a></p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. <a href="#">Reducing</a></p>	<p>1,2 and 3</p>



	<p><u>class size - Teaching and Learning Toolkit Strand - Education Endowment Foundation.</u></p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. <u>Phonics - Teaching and Learning Toolkit Strand - Education Endowment Foundation.</u></p>	
<p>Small groups - <i>School Led Tutoring</i></p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <u>Small group tuition - Teaching and Learning Toolkit Strand - Education Endowment Foundation.</u></p>	<p>2</p>
<p>Third Space 1:1 interventions - new for this academic year</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <u>One to one tuition- Teaching and Learning Toolkit Strand - Education Endowment Foundation.</u></p> <p>We have used Third Space Learning programmes previously and find that they provide a bespoke provision for our pupils. The Third Space programmes use diagnostic assessments to identify exactly where the gaps in a pupil's knowledge are, in order to produce a personalised series of lessons specifically designed to close gaps. We feel 'Third Space Learning' sessions are carefully designed to develop and build upon previous knowledge over time. The Ofsted Review 2021 states 'New content should 'draw on and make links with' previously acquired knowledge following a carefully sequenced curriculum that is 'intelligently designed'. Third Space provision also tests and revisits key concepts before providing opportunities for pupils to apply these strong foundational skills to specific problem solving. Again this links to the Ofsted review that states that 'Problem-solving strategies are best taught once pupils can 'recall and deploy facts</p>	<p>2</p>



	<p>and methods with speed and accuracy'.<u>Third Space lessons have been <a href="#">Third Space Learning Guide To The Ofsted Maths Research Review 2021</a></u></p> <p>designed from the ground up with cognitive load theory in mind to ensure that working memory is not overloaded. This does indeed link to the work we are doing involving the science of learning and again links with one of the recommendations of the Ofsted review, when it comments 'rather than having to rely on derivation or guessing, teachers should help pupils to develop 'automatic recall' of key concepts to prevent their working memory from becoming overloaded'. <u><a href="#">Third Space Learning Guide To The Ofsted Maths Research Review 2021</a></u></p>	
--	--	--

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



Budgeted cost: 231,646.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional and welfare support, this includes the development of self-regulation strategies, social - emotional skills, interpersonal skills and emotional well-being. This is enhanced in our school via the Thrive approach. This supports intensively children and families whose emotional needs are having a detrimental effect on learning, mental Health and wellbeing.</p> <p>Family Support Worker who work with families to assist their wellbeing and provide strategies to help our pupils at home. Improvement in school communication.</p>	<p>→ There is a high proportion of disadvantaged pupils at Central Primary School who have a real need for intervention in self regulation strategies, decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. There is a real need to provide enhanced secure environments that aid pupil emotional well-being.</p> <p>The average impact of successful 'SEL' interventions is an additional four months' progress over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <a href="#">Social and emotional learning - Teaching and Learning Toolkit Strand - Education Endowment Foundation.</a></p> <p>The EEF stresses that schools 'consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. <a href="#">Education Endowment Foundation.</a></p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="#">Parental Engagement- Teaching and Learning Toolkit Strand - Education Endowment Foundation.</a></p> <p>Well - designed school communication can be effective for improving attainment and a range of other outcomes. <a href="#">Working with Parents to Support Children's Learning - Education Endowment Foundation.</a></p>	<p>4, 5 and 6</p>



<p>Robust systems in place for attendance and persistent absence. This will include,</p> <ul style="list-style-type: none"> <li>→ Daily monitoring of absences and punctuality across the school.</li> <li>→ Prompt response to absences and home visits.</li> <li>→ Meeting with parents of children with persistent absences.</li> <li>→ Regular feedback to the wellbeing team, leading to coordination with SENCO and Safeguarding team.</li> <li>→ Address pupil premium PAs through individual attendance plans.</li> <li>→ Close work with the school Education and Welfare Officer.</li> <li>→ Working closely with EH / Senior staff to respond to term time holiday requests.</li> <li>→ Engage with families whose children have poor attendance including disadvantaged children.</li> <li>→ Well – being meetings - attendance analysed. Actions result if applicable.</li> <li>→ Attendance reported on school newsletters</li> <li>→ Attendance celebration / rewards</li> </ul>	<p>School attendance matters. It is arguably one of the most important indicators of school success. You cannot learn what you are not there to learn. Students who attend school regularly improve their chances of being academically successful. There are obvious exceptions to both sides of the rule. There are a few students deemed academically successful who also have attendance issues and a few students who struggle academically who are always present. However, in most cases, strong attendance correlates with academic success, and poor attendance correlates with academic struggles. <u>Meador, Derrick. "Why School Attendance Matters and Strategies to Improve It." ThoughtCo, Aug. 2020.</u></p> <p>The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome. <u>DfE 2016</u></p>	<p>5</p>
<p>Increased provision for disadvantaged pupils to develop key life skills, an employability skill set, cultural capital experiences, increased aspirations and essential character traits.</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>→ Skills and Careers curriculum</li> <li>→ Character Development.</li> <li>→ Enhanced parental communication provision.</li> <li>→ Accreditation initiatives within school provision. After school curriculum and club provision / school trips / Residential activities.</li> <li>→ Music tuition &amp; extra-curricular activities.</li> <li>→ Uniform support.</li> </ul>	<ul style="list-style-type: none"> <li>→ As the majority of our pupils live within an area of high deprivation and come from low income families where experiences that enhance and develop cultural capital, key character traits are lacking. Many of our pupils will not have the opportunity to learn about their local context and experience the wealth of opportunity within Ashington and beyond without school provision. We believe that it is essential that our most disadvantaged pupils receive a high quality of rich educational experiences. It is our belief that enrichment activities provide essential life experiences that children may not have had, adding value to teaching and learning in class by developing vocabulary, imagination and empathy that children can use in their learning responses.</li> </ul> <p><b><i>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 'Sir Kevan Collins' Chief Executive - Education Endowment Foundation</i></b></p> <p>The ASCL recently surveyed over 3,000 teachers across the UK to understand their biggest concerns when it comes to the aspirations of their disadvantaged pupils. Their survey revealed that 57% of teachers pinpointed 'low aspirations' as one of the most difficult challenges they face. <u>Association of School and College Leaders -Raising Aspirations for Disadvantaged Students: Examples from around the UK - January 2020</u></p>	<p>4,7 and 8</p>





	<p><u>The DfE (2017)</u> understands character education to include any activities that aim to develop desirable character traits or attributes in children and young people. The DfE believe that such desirable character traits:</p> <ul style="list-style-type: none"> <li>→ Can support improved academic attainment.</li> <li>→ Are valued by employers and can enable children to make a positive contribution to British society.</li> </ul> <p>There is strong evidence that too much careers education in England is inadequate and that the quality varies considerably by school and area. There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures. Sir Kevan Collins, Chief Executive of the Education Endowment Foundation stated, “High-quality careers advice can make a real difference to young people’s outcomes after school”. <u>EEF to investigate ways to improve careers education for disadvantaged pupil</u></p> <p>Further research carried out by the ‘Skills Builder Partnership’ on essential skills and employment outcomes for young people stated ‘ the case for action is profound. Young people who are able to build and deploy these skills benefit from improved academic performance, resilience and employment opportunities. <u>Skills Builder -Better prepared February 2021</u></p>	
<p>Investment in additional technology devices and infrastructure for home learning. - <b>COVID related</b></p>	<p>Lost learning and its impact on the life chances of children is one of the steepest costs of COVID-19. As a school we will continue to invest in the infrastructure needed to facilitate learning for our most disadvantaged pupils.</p> <p>....'schools must continue to drive forward their digital learning strategies. Of course, this will involve a long-term plan for hardware, but reallocating budget to high-quality digital content is equally important and can be achieved more quickly. If engagement is key to learning, then the investment in quality will pay dividends in the long-term and will help students catch up more quickly. It’s also an opportunity to reassess how to address the curriculum’. <u>Investment in education and the role of edtech July 2021</u></p>	<p>10</p>

**Total budgeted cost: £ 526,975.45**

## Part B: Review of outcomes in the previous academic year

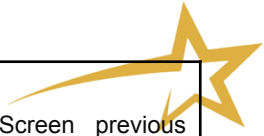


### Pupil premium strategy outcomes

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

Chosen Action(s)	Desired outcome	Impact of action(s)						
'Achievement for All' programme	Remove existing barriers to learning by developing positive and constructive relationships between parents and carers.	<ul style="list-style-type: none"> <li>→ Whole school INSET led by Achievement Coach and School Champion.</li> <li>→ Focus PP groups were established for each class across school.</li> <li>→ Structured conversation training for staff has taken place.</li> <li>→ Evaluations of 'Structured Conversations' were extremely positive and provided exceptional support for disadvantaged pupils and families during the COVID- 19 pandemic. Training will continue in the academic year 2021-22 for support staff and for teacher delivery of Structured Conversations.</li> <li>→ The focus for the next academic year will be skills based learning for PP pupils..</li> </ul>						
Appointment of Reading leaders / Reading Apprentices	<p>To further increase the % of PP children achieving the expected standard in the Phonics Screening test in 2021 from their baseline starting points.</p> <p>Continue to increase the % of PP children reaching a Good Level of Development from their baseline starting points.</p>	<p>The Government delayed the PSC from June in Year 1 to December in Year 2.</p> <p>Central Phonics Screen results:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">PP</td> <td style="width: 40%;">39/45</td> <td style="width: 40%;">86.7%</td> </tr> <tr> <td>Non PP</td> <td>36/41</td> <td>87.8%</td> </tr> </table> <p>National Average All- PSC 2019 - 82%</p> <ul style="list-style-type: none"> <li>→ The Reading Leaders were essential to achieve these results as they developed effective programmes of CPD including practice sessions as well as coaching for staff.</li> </ul>	PP	39/45	86.7%	Non PP	36/41	87.8%
PP	39/45	86.7%						
Non PP	36/41	87.8%						

		<p>Central Phonics Screen previous year:</p> <p>PP 83% Non PP 90%</p> <p>National Average All- PSC 2019- 82%</p> <p>Early Years - Good Level of Development</p> <p>PP 13/17 76% Non-PP 39/70 56%</p> <p>National Average 'All' 72%</p> <p>Central Data 2019 data set ELG for Reading outcomes</p> <p>PP 71% NPP 72%</p> <p>National Average 2019 ELG Reading 77%</p>
<p>A whole School focus on reading</p>	<p>To further diminish the differences between disadvantaged pupils and their peers.</p>	<p><b>Data as above.</b></p> <ul style="list-style-type: none"> <li>→ All teachers and support staff are confident in the teaching of reading.</li> <li>→ During periods of school closure, key staff were assigned to reading with slowest progress children remotely, on site or over the phone.</li> <li>→ Phonics lessons and Book Club were a prominent feature of the remote learning offer.</li> <li>→ 'How to' videos were shared with parents to support them in helping their child to learn to read.</li> </ul> <p>Ofsted quote: Reading is high on everybody's agenda. Staff know that reading offers pupils a key to success across the curriculum and in later life. They share their favourite books and read to pupils every day. There are books aplenty, including online. Pupils read in class, in dens and in outdoor spaces as well as in the libraries on each school site. Pupils read frequently to staff, and those who need additional help or practice get it. Pupils are proud of their reading. A love of reading is being promoted effectively. <u>Ofsted May 18, 2021 monitoring visit.</u></p>



<p>Investment in additional technology devices and infrastructure. - <b>COVID related.</b></p>	<p>Access for disadvantaged pupils to relevant technology to engage in school and home learning</p>	<p>Pupils' access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many of our disadvantaged children during the pandemic. We have facilitated access to online tuition or support and invested in additional technology, either by providing pupils with devices or improving the facilities available in school.</p> <p>Ofsted quote: 'Leaders have been proactive in ensuring access for all pupils. They have addressed barriers to learning with thought. Significant investment in digital equipment and connectivity, alongside the provision of on-demand support, has ensured all pupils can access the school's offer. Leaders monitor the engagement of pupils and have responded promptly where required. As a result, all are engaged'. <u>Ofsted March 3, 2021 monitoring visit</u></p> <p><b><i>We will continue to invest in infrastructure to facilitate learning for our most disadvantaged pupils.</i></b></p>
<p>Reduce size RWI and Development days.</p> <p>Intervention groups.</p> <p>Employment of Speech and Language assistants.</p>	<p>Improve oral language skills for pupils eligible for PP.</p>	<ul style="list-style-type: none"> <li>→ Evident in PSC data and in the 'rapid catch up' progress made by each cohort following periods of school closure. Although we did not appoint to the Speech and Language role we redeployed an experienced and well qualified member of staff to deliver speech plan targets at Central Primary. We will continue to deliver support for pupils identified as needing referrals to speech and language.</li> <li>→ During lockdown, this work was continued either on site or via a remote platform.</li> <li>→ External consultant has also worked extensively with school staff to support their delivery.</li> <li>→ All practitioners in LL, Nursery and Reception as well as senior staff and SENDCO's have undertaken ELKLAN qualifications.</li> </ul>

<p>Emotional Support and Welfare is implemented via the Thrive approach. This supports children whose emotional needs are having a detrimental effect on learning and wellbeing.</p> <p>Employment of a full time family support worker. Our Family support worker provides the following family support mechanisms:</p> <ul style="list-style-type: none"> <li>→ Introduction to Basic Counseling</li> <li>→ Basic Counselling</li> <li>→ Listening and Communication skills</li> <li>→ Anger / Neuro-Science of Anger</li> <li>→ Confidence and Assertiveness Building</li> <li>→ Understanding and managing stress</li> <li>→ Bereavement, loss, separation and attachment</li> <li>→ Understanding Teenagers</li> <li>→ Understanding children's behaviour and Components of Emotion</li> <li>→ Employability Skills</li> <li>→ Relaxation and Mindfulness</li> <li>→ Basic Maths/English</li> </ul> <p><b>Post Covid - these will need to reintroduced in more detail during this academic year</b></p> <p>ALP Link Centre engagement with identified parents.</p> <p>Academic Mentors during Covid and in school provision. <b>COVID related</b></p>	<p>Increase engagement in learning of those children eligible for PP with Social and emotional issues.</p>	<ul style="list-style-type: none"> <li>→ Thrive provision, the Link Centre and our family support worker have provided essential emotional support for a high proportion of disadvantaged pupils.</li> <li>→ The Thrive approach is embedded across our school and promotes a proactive well-being culture in all areas of school. <u>Case studies are available.</u></li> <li>→ Academic Mentors during school closures were very successful in engaging parents and identified disadvantaged pupils. Excellent evaluations submitted from parents of the provision offered. <u>Evaluations are available.</u></li> </ul> <p>Ofsted quotes :</p> <p>'Most vulnerable pupils are educated on site. Leaders have ensured that all pupils, whether educated on site or remotely, receive any additional support that they require. For example, academic mentors have engaged pupils in work and, for those who require it, have listened to pupils read each day by telephone. Leaders have made reading a priority for all'. <u>Ofsted March 3, 2021 monitoring visit.</u></p> <p>'Relationships between staff and pupils are warm and respectful. Teachers take time to listen to pupils' dreams and hopes, talking with them about careers, pathways and life choices'. <u>Ofsted May 18, 2021 monitoring visit.</u></p>
<p>First Quality teaching implemented via the ALP's teaching and learning profile. This links to the work being carried out across the ALP with the 'Ambition Institute and the science of learning.</p> <p><b>'To ensure that every class has high quality teaching is a major school priority'.</b></p>	<p>To continue to diminish the differences between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> <li>→ Our teaching and learning profile has been built around the principles in the Learning Curriculum that is advocated by the 'Ambition Institute'. This promotes the science of learning to offer invaluable articulations of the principles of learning and their applications. This is providing a bespoke professional development programme for all teachers across the ALP, as well as enhancing our pupil learning experiences .</li> </ul>



		<p>→ During the period of remote learning, leaders invested significantly in developing a shared understanding of the theory behind the science of learning. All staff can articulate the principles of cognitive science and skillfully refine their exposition whilst teaching remotely. Trust leaders recognise the importance of revisiting learning in order to embed and extend classroom practice.</p> <p>School headline assessment data (<u><a href="#">data sheet available</a></u>) indicates significant gaps in progress for all pupils, specifically those categorised as disadvantaged. This aligns itself with the findings of the EEF, who conducted research examining the potential impact of school closures on the attainment gap. It concluded best evidence demonstrated that:</p> <ul style="list-style-type: none"><li>→ There is a large attainment gap for disadvantaged pupils, which seems to have grown. Pupils have made less academic progress compared with previous year groups.</li><li>→ The studies from NFER and RS assessment both show large gaps for disadvantaged pupils, which seem to have grown since the start of the pandemic.</li><li>→ Studies from NFER, Department for Education and RS assessment show continued negative learning impacts in the 2021 spring term compared to previous years, and larger gaps for disadvantaged pupils.</li></ul> <p><b>International Evidence:</b></p> <ul style="list-style-type: none"><li>→ International evidence from Belgium, Holland and the USA is consistent in showing overall progress gaps and attainment gaps for disadvantaged pupils. A systematic review by <u><a href="#">Hammerstein et al. (2021)</a></u> presents evidence from eleven international studies. Most studies found negative effects of school closures on student achievement, particularly for younger pupils and disadvantaged pupils.</li></ul> <p><b>Closing the existing attainment gaps will have the highest priority across the ALP.</b></p>
--	--	--

<p>Attendance Officer.</p> <p>Employment of an Attendance Family Support worker.</p> <p>Daily monitoring of absences and punctuality across school.</p> <p>Prompt responses to absences and home visits.</p>	<p>Attendance and punctuality rates for PP pupils in line with school all pupils.</p> <p>The latest government guidance states that from the start of the autumn term 2021 pupil attendance will be mandatory and the usual rules on attendance will apply. Previous school attendance for the years' 2019-2021 reflects government covid-19 guidance at the times, including significant periods of school closure. Therefore this period cannot be used as a comparative measure.</p>	<p>→ Our Attendance Office, Attendance Family Support colleague worked tirelessly during the pandemic to ensure that disadvantaged pupils were actively encouraged to attend school and were provided with the resources to allow them to access learning. Frequent home visits took place.</p> <p>→ Systems in school are very well established and extremely robust.</p> <p>Data</p> <table border="1" data-bbox="1018 562 1407 689"> <thead> <tr> <th>Group</th> <th>March 2019</th> <th>March 2020</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>94.57</td> <td>93.98</td> </tr> <tr> <td>PP</td> <td>93.80</td> <td>93.27</td> </tr> <tr> <td>PP (PAs)</td> <td>16.61</td> <td>18.36</td> </tr> </tbody> </table> <p>→ <b>Attendance will continue to be a key priority for Central Primary School post Covid as there is still a significant proportion of PP pupils deemed to be PAs.</b></p> <p>Key Attendance Priorities for Central Primary for this academic year:</p> <p>→ Re-establish good habits with parents where pupil attendance has been disrupted as a result of Covid.</p> <p>→ Continuing to tackle the number of holidays taken during term time, ensuring that parents provide adequate evidence and prosecuting in line with policy.</p> <p>→ Address pupil premium PAs through individual attendance plans.</p>	Group	March 2019	March 2020	All Pupils	94.57	93.98	PP	93.80	93.27	PP (PAs)	16.61	18.36
Group	March 2019	March 2020												
All Pupils	94.57	93.98												
PP	93.80	93.27												
PP (PAs)	16.61	18.36												
<p>To develop and enhance our wider curriculum offer through enrichment activities.</p>	<p>Increased provision for disadvantaged pupils to develop key life skills, employability skills and essential character traits.</p>	<p>→ In the summer of 2021, in recognition of our ongoing work for Skills and Careers - our school was awarded the prestigious Skills Builder Gold Award and the Career Mark. This further demonstrated our investment in our pupils' wider personal development and aligns us with the government career strategy. This sets out a long-term plan to build a world class careers system to help young people choose a career path that is right for them. This will have high priority during this academic year and beyond.</p> <p>Ofsted quote: Visitors are used to inspire pupils and excite their interests in a wide range of matters, from archery to opera. Such curriculum enrichment helps pupils to see the benefits of learning and prepares them well for later life.</p>												



		<p><u>Ofsted May 18, 2021 monitoring visit.</u></p> <p>→ Due to Covid restrictions and school closures, opportunities for further development in these areas and initiatives were cut short. This resulted in restricted implementation, attendance and access for all pupils. As we move back to normality we intend to continue to make this a priority for our disadvantaged pupils</p>
--	--	--

## 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
<p>The 'Achievement for All' programme (AfA) is a two year (6 term) school improvement programme that was commissioned by the DfE and was founded in 2011. Achievement for All (AfA) is an evidence-based organisation, all programmes are subject to deep dive evaluations. These are illustrated through previous impact reports and case studies. The overall aim of the Achievement for All programme is to raise the educational aspirations, access and achievement of disadvantaged pupils across the UK, with a focus on reading, writing, maths, behaviour and attendance. It is a tailored whole-school improvement framework, delivered in partnership with leaders, teachers, parents/carers, pupils and support professionals.</p>	<p>→ Achievement for All - The school no longer uses this external provider.</p>
<p>Read Write Inc in place but developed further in 2021</p>	<p>→ Ruth Miskin Training</p>





## Service pupil premium funding (optional)

Measure	Details
Learning support and Thrive	<ul style="list-style-type: none"> <li>→ Learning support was focused around listening skills</li> <li>→ Learning support was used to provide learning in smaller manageable tasks to promote concentration and focus.</li> <li>→ Daily Thrive sessions and activities</li> </ul>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p> <p>Greater emotional regulation and support.</p>	<p>Impact measure needed</p> <ul style="list-style-type: none"> <li>→ Ability to access curriculum to a greater extent. Small amount of progress made in core areas of the curriculum.</li> </ul>

## Further information (optional)

<p><b>Additional activity</b></p> <p>Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. These include:</p> <ul style="list-style-type: none"> <li>• offering a wide range of high-quality extracurricular activities to boost pupil wellbeing, behaviour, attendance and aspiration.</li> <li>• activities that focus on building key life skills, through our 'Skills for Life' agenda and the ALPs overriding core values.</li> </ul> <p><b>Planning, implementation, and evaluation</b></p> <p>We have used the <a href="#">EEF's implementation guidance</a> to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work best for our school. We will continue to use it through the implementation of this whole school strategy.</p> <p>In planning this pupil premium strategy, we have evaluated why activities we have undertaken in previous years have not had the degree of impact that we had expected. We will also commission a pupil premium review in order to get an external perspective of school provision.</p> <p>We have used evidence from a wide range of information and our key strategic priorities, all have implementation plans running in the background. This will enable us to have a robust framework for evaluation and measure impact. If required, we will adjust our plan over time to secure better outcomes for our pupils.</p> <p>We have worked with Northumberland County Council and The Newcastle Research School, looking at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We have also looked at studies about the impact of the pandemic on disadvantaged pupils. These have all influenced the content of our 3 year Pupil Premium Strategy.</p>
---