

Pupil premium strategy statement

School overview

Metric	Data
School name	Poplar Street Primary School
Pupils in school	456.
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£184,041
Academic year or years covered by statement	20/21
Publish date	July 21
Review date	July 22
Statement authorised by	Iain Linsdell
Pupil premium lead	Iain Linsdell
Governor lead	Kath Evers

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-1.31
Writing	-1.20
Maths	-5.60

Disadvantaged pupil performance overview for 2019

Measure	Score
Meeting expected standard at KS2	38%
Achieving high standard at KS2	4%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority:	develop provision for those furthest adrift in their learning so that they make good progress and the gap closes between these pupils and others School continues to be a harmonious and safe place for our most vulnerable pupils, supporting greater levels of resilience and self-regulation

Key Actions:	<p>Keep up: Ensure that the pitch of every lesson is high so that pupils are stretched (ref. EEF research summary)</p> <p>Keep up: To ensure that an agreed rapid intervention process is effectively and routinely used</p> <p>Catch up: For those pupils not keeping up, there is a targeted and effective intervention process in place that enables them to catch up quickly</p> <p>Reading Fluency (RFP) and Writing Projects (WP): To develop pupils' reading fluency so that the vast majority of pupils can speed-read at age-appropriate levels Highly effective and very consistent RFP/WP sessions are delivered across all teams</p>
Barriers to learning these priorities address	<p>Provision for low-attaining pupils and those considered to be disadvantaged is effective in ensuring that they make rapid improvement and the gap closes with other pupils</p> <p>These pupils are more resilient, more self-regulated learners, which impacts positively on their progress and outcomes</p>
Projected spending	£15,000

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (incl. Nursery)	448
Nature of support 20/21	
<p>The context of the school is important. Many of our pupils come from disadvantaged families, with 40% eligible for pupil premium (PPG) and many more families suffering disadvantage. The school has been proactive in providing the best opportunities for the children in our care, particularly throughout the pandemic.</p> <p>This has included the development of a strong pastoral team to meet the underlying social and emotional barriers to learning, including:</p> <ul style="list-style-type: none"> • staff working specifically with parents experiencing difficulties and on improving attendance, which is better than national averages • developing enhanced additional services, including a pupil counselling service for our most vulnerable pupils and a speech therapist • developing SEN expertise in school to tackle key barriers to learning, including behaviour, safety and welfare, which has meant very low fixed-term exclusions and no permanent exclusions. <p>We have also invested heavily in a targeted reading approach and a dedicated phonics programme (RWI) which has begun to bear fruit in closing gaps between disadvantaged pupils</p>	

and others. Additional government catch-up funding has been well used in targeting PPG pupils with the implementation of the Reading Fluency Project. PPG pupils were invited to breakfast and after-school reading fluency clubs twice-weekly; over 100 pupils were attending throughout Spring and Summer terms. PPG pupils made more progress between these periods than other pupils, evidence of high impact.

We have scrutinised each individual cohort and the issues within them that prevent good progress. We have employed additional staff across the school to provide a range of targeted support programs to groups of children from across the school. These strategies have been successful in ensuring children are making good progress and are helping to close the gap for many of our disadvantaged pupils, particularly across EYFS and KS1. There is now no discernable gap between PPG pupils when compared to both local and national PPG pupils; proof that our targeting of these pupils is having impact.

Across KS2, successful intervention and high-quality teaching has helped us to secure our highest outcomes in 3 years, with attainment much closer to national outcomes (especially our core pupils) and progress rates in line with national averages. However, the performance of our disadvantaged pupils still lags behind those of pupils locally and nationally. Although the gap is closing for younger pupils, the gap was too wide in this data set and this must remain a focus for the coming year.

Additionally, PPG funding will be used to offer extended curriculum opportunities for disadvantaged pupils, with subsidy used for trips, residential excursions and subscriptions for clubs.

Curriculum focus of PPG spending 2021/22

Much of the funding has been used to employ additional staffing to ensure targeted support to pupils for academic and/or emotional and social intervention. School has deployed 3 additional staff members across EYFS and KS1 to support rapid progress in reading for those furthest adrift, particularly disadvantaged pupils; and in KS2 and additional teacher in the mornings in Y5, alongside two TA4s to deliver specific and targeted intervention programs to children who have been identified as in danger of falling behind. We believe that targeting the pupils early in their primary careers gives them the best possible opportunity to make good progress. Often from very low starting points, our aim is to ensure that the majority of our pupils are on track to achieve age Related Expectations or above by the end of KS1, particularly those who are eligible for free school meals and/or those that are classed as 'looked after children'. Additional TAs have been deployed to offer cover for this program.

Additionally, our learning mentors have been redeployed to work on attendance issues, targeting specific families whose children are in danger of becoming absentees or persistent absentees. We have also contracted the services of a counsellor, who is supporting a smaller number of pupils, many of whom are extremely vulnerable. This has supported our very low exclusion rates and higher than average attendance.

School has also used PPG funding to allow additional release time for teachers to meet with pupils on a small-group basis to target pupils in rapid-response catch-up so that they are made clear about their next steps in reading, writing and maths.

Resources purchased through PPG funding in a bid to close the disadvantage gap this year have been:

- Read, Write, Inc: £10,000
- Power Maths scheme: £ 8,000

Specialist support for PPG pupils: £ 5,000

Measuring Impact:

EYFS:

URN/ Estab.	Setting Name	Eligible	Ineligible	ACHIEVED AT LEAST EXPECTED											
				GLD ^{1,2}	Avg. Total Pts.Score ²	COM	PHY	PSE	Prime Goals	LIT	MAT	UTW	EXP	Specific Goals	All Goals
-	NCER National	629,680	1,590	71.8%	34.6	82.2%	87.1%	84.8%	79.2%	73.4%	78.4%	83.8%	87.2%	71.3%	70.7%
	FSM Eligible	74,680	180	56.5%	31.4	71.2%	77.9%	74.7%	66.9%	58.0%	64.4%	72.6%	78.0%	55.6%	55.0%
	Not FSM Eligible	441,080	600	74.7%	35.1	84.2%	88.7%	86.7%	81.6%	76.3%	81.0%	85.8%	88.8%	74.3%	73.6%
	Unknown	113,920	820	70.5%	34.6	81.5%	87.0%	84.3%	78.3%	72.4%	77.8%	83.5%	87.1%	70.3%	69.5%
-	Local Authority	2,904	6	66.9%	32.5	78.0%	82.1%	79.8%	73.7%	68.1%	73.9%	77.5%	81.0%	65.7%	65.3%
	FSM Eligible	545	2	54.5%	30.3	65.7%	73.0%	69.5%	61.8%	55.8%	62.4%	65.9%	71.6%	52.1%	52.1%
	Not FSM Eligible	2,317	3	70.6%	33.1	81.5%	84.9%	82.8%	77.2%	71.8%	77.4%	80.9%	83.9%	69.7%	69.2%
	Unknown	42	1	21.4%	24.6	42.9%	42.9%	42.9%	38.1%	23.8%	31.0%	38.1%	40.5%	21.4%	21.4%
2040	Poplar Street Primary School	56	0	66.1%	30.9	76.8%	78.6%	75.0%	75.0%	66.1%	67.9%	76.8%	75.0%	64.3%	64.3%
	FSM Eligible	5	0	60.0%	30.2	80.0%	80.0%	80.0%	80.0%	60.0%	60.0%	80.0%	80.0%	60.0%	60.0%
	Not FSM Eligible	49	0	69.4%	31.5	79.6%	81.6%	77.6%	77.6%	69.4%	71.4%	79.6%	77.6%	67.3%	67.3%
	Unknown	2	0	0.0%	18.0	-	-	-	0.0%	-	-	-	-	0.0%	0.0%

Year 1 Phonics:

Estab. No.	Estab. Name	Cohort	No Score	Mark						APS	Outcome				
				0-15	16-23	24-31	32-36	37-40	Q		A	D	WT	WA	
-	NCER National	634,970	1.9%	7.0%	3.9%	5.3%	28.9%	53.0%	33.8	0.0%	0.2%	1.7%	16.2%	81.9%	
	Disadvantaged	106,330	2.9%	13.4%	6.0%	6.8%	30.3%	40.6%	30.9	-	0.3%	2.6%	26.2%	70.9%	
	Non Disadvantaged	461,830	1.6%	5.6%	3.4%	5.0%	28.5%	55.8%	34.4	-	0.2%	1.4%	14.0%	84.4%	
	Unknown	66,820	1.9%	6.6%	3.7%	5.4%	29.3%	53.2%	34.0	0.0%	0.2%	1.7%	15.6%	82.4%	
-	Local Authority	3,033	1.9%	9.3%	4.7%	5.9%	29.6%	48.6%	32.8	0.0%	0.3%	1.6%	19.8%	78.3%	
	Disadvantaged	617	3.4%	15.9%	5.3%	8.1%	29.2%	38.1%	30.1	0.0%	0.3%	3.1%	29.3%	67.3%	
	Non Disadvantaged	2,416	1.5%	7.6%	4.6%	5.3%	29.8%	51.3%	33.5	0.0%	0.2%	1.2%	17.4%	81.1%	
2040	Poplar Street Primary School	60	0.0%	20.0%	1.7%	0.0%	26.7%	51.7%	30.8	0.0%	0.0%	0.0%	21.7%	78.3%	
	Disadvantaged	9	0.0%	44.4%	0.0%	0.0%	22.2%	33.3%	24.2	0.0%	0.0%	0.0%	44.4%	55.6%	
	Non Disadvantaged	51	0.0%	15.7%	2.0%	0.0%	27.5%	54.9%	32.0	0.0%	0.0%	0.0%	17.6%	82.4%	

Year 2:

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
-	NCER National	666,751	24.8%	74.9%	25.0%	30.5%	69.2%	14.8%	24.1%	75.6%	21.7%	64.9%	11.2%	64.6%
	Disadvantaged	125,339	37.7%	62.0%	13.9%	44.9%	54.8%	7.2%	37.3%	62.4%	11.8%	50.0%	5.1%	49.6%
	Not Disadvantaged	467,311	21.4%	78.4%	27.9%	26.7%	73.0%	16.7%	20.6%	79.2%	24.2%	68.9%	12.7%	68.6%
	Unknown	74,101	24.5%	75.2%	26.0%	30.2%	69.5%	15.5%	24.1%	75.6%	22.7%	65.1%	11.8%	64.8%
-	Local Authority	3,114	27.3%	72.6%	20.3%	32.5%	67.3%	11.0%	26.0%	73.9%	17.1%	63.2%	7.9%	62.7%
	Disadvantaged	784	37.9%	62.1%	12.2%	46.4%	53.6%	5.5%	36.4%	63.6%	10.1%	49.6%	3.2%	48.7%
	Not Disadvantaged	2,330	23.7%	76.1%	23.0%	27.9%	71.9%	12.8%	22.5%	77.3%	19.5%	67.8%	9.4%	67.4%
2040	Poplar Street Primary School	60	28.3%	71.7%	23.3%	26.7%	73.3%	21.7%	30.0%	70.0%	21.7%	63.3%	16.7%	63.3%
	Disadvantaged	14	35.7%	64.3%	21.4%	42.9%	57.1%	14.3%	35.7%	64.3%	7.1%	50.0%	7.1%	50.0%
	Not Disadvantaged	46	26.1%	73.9%	23.9%	21.7%	78.3%	23.9%	28.3%	71.7%	26.1%	67.4%	19.6%	67.4%

Year 6:

	Expected Standard				High Standard			
	% Estimated	% actual	Difference	Gap	% Estimated	% actual	Difference	Gap
Reading	66%	68%	2%	1	12%	23%	11%	7
Writing	61%	72%	11%	6	12%	18%	6%	4
Maths	71%	70%	-1%	-1	17%	20%	3%	2
RWM combined	61%	57%	-4%	-3	12%	12%	0%	0

Progress of groups

	Pupils	Reading	Writing	Maths
All Pupils	60	0.13	1.38	-1.01
Male	29	1.22	1.40	1.03
Female	30	-0.92	1.35	-2.99
Pupil Premium	20	-1.37	-0.33	-4.82
Non Pupil Premium	39	0.90	2.25	0.94
SEN Support	10	-4.01	1.77	-7.44
Not SEN	49	0.98	1.30	0.30
EAL	12	3.99	5.63	1.57
Non EAL	47	-0.85	0.29	-1.67
LAP	12	1.85	6.27	-2.00
MAP	29	-0.04	0.69	-0.62
HAP	18	-0.73	-0.77	-0.99

Average Scaled Scores

	Pupils	Reading	Maths
All Pupils	60	101.98	101.60
Male	30	102.10	102.83
Female	30	101.87	100.37
Pupil Premium	20	96.35	93.85
Non Pupil Premium	40	104.80	105.48
SEN Support	10	86.70	84.80
Not SEN	50	105.04	104.96
EAL	13	102.92	101.69
Non EAL	47	101.72	101.57
LAP	12	90.75	88.50
MAP	29	102.14	102.38
HAP	18	109.33	109.06