

Pupil premium strategy statement

School overview

Metric	Data
School name	Poplar Street Primary School
Pupils in school	450
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£210,000
Academic year or years covered by statement	21/22
Publish date	Sept 22
Review date	July 23
Statement authorised by	Iain Linsdell
Pupil premium lead	Iain Linsdell
Governor lead	Kath Evers

Disadvantaged pupil progress scores for 2022

Measure	Score
Reading	-1.93
Writing	-3.20
Maths	-3.30

Disadvantaged pupil performance overview for 2022

Measure	Score
Meeting expected standard at KS2	37%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

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

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> <p>Mathematics catch-up: To introduce and develop a tailored intervention system aimed at rapidly closing</p>
Barriers to learning these priorities address	<p>Aims: 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)	450
Nature of support 21/22	
<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 is bearing fruit in closing gaps between disadvantaged pupils 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.</p> <p>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 discernible gap between PPG pupils when compared to both local and national PPG pupils; proof that our targeting of these pupils is having impact.</p> <p>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.</p> <p>Additionally, PPG funding is used to offer extended curriculum opportunities for disadvantaged pupils, with subsidy used for trips, residential excursions and subscriptions for clubs.</p>	

Curriculum focus of PPG spending 2022/23

A very large majority of the funding has been used to deploy 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; we have also established a bespoke provision dedicated to supporting pupils with high needs. 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: £10,000

Specialist support for PPG pupils:	£ 5,000
Reading Fluency Project:	£20,000 (recovery funding)
Maths tuition software (TUTOR):	£ 5,000 (tuition funding)

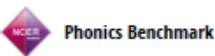
Measuring Impact of disadvantaged pupils: 2022

EYFS:



URN/ Estab.	Setting Name	Eligible	GLD %	Avg. Total Pts.Score ²	ACHIEVED EXPECTED										Specific Goals	All Goals
					COM	PSE	PHY	Prime Goals	LIT	MAT	UTW	EXP				
-	NCER National	616,610	65.2%	31.1	79.5%	83.0%	84.8%	74.2%	68.0%	75.9%	79.6%	84.5%	64.9%	63.4%		
	FSM Eligible	108,590	49.1%	29.3	68.5%	73.6%	75.6%	61.2%	51.6%	61.2%	67.3%	75.5%	48.3%	47.0%		
	Not FSM Eligible	480,850	69.5%	31.5	82.5%	85.5%	87.2%	77.7%	72.3%	79.8%	82.9%	87.0%	69.2%	67.7%		
	Unknown	27,170	53.9%	29.7	70.0%	76.1%	79.9%	64.4%	57.6%	66.0%	70.3%	76.5%	54.1%	52.2%		
-	DfE Region - North West	84,940	61.7%	30.6	76.5%	80.6%	82.3%	70.9%	64.6%	72.9%	76.4%	81.2%	61.1%	59.7%		
	FSM Eligible	17,400	46.3%	28.8	65.4%	71.2%	72.8%	58.1%	48.8%	58.6%	63.6%	71.3%	45.1%	44.0%		
	Not FSM Eligible	65,470	66.5%	31.2	80.1%	83.6%	85.2%	75.0%	69.5%	77.4%	80.4%	84.4%	66.1%	64.6%		
	Unknown	2,070	38.4%	27.5	55.5%	64.7%	71.6%	50.3%	42.7%	51.3%	55.4%	62.8%	39.1%	36.7%		
-	Local Authority	2,816	60.1%	30.5	76.2%	80.2%	81.4%	70.0%	63.1%	71.3%	75.1%	80.3%	60.3%	58.8%		
	FSM Eligible	701	49.5%	29.3	68.9%	73.6%	76.3%	61.8%	52.4%	61.6%	66.0%	74.5%	49.9%	48.5%		
	Not FSM Eligible	2,084	64.2%	30.9	78.9%	82.7%	83.1%	73.1%	67.2%	74.9%	78.6%	82.5%	64.3%	62.9%		
	Unknown	31	22.6%	27.3	58.1%	64.5%	77.4%	48.4%	25.8%	48.4%	45.2%	61.3%	25.8%	22.6%		
2040	Poplar Street Primary School	61	62.3%	30.3	72.1%	73.8%	82.0%	67.2%	68.9%	73.8%	67.2%	77.0%	63.9%	60.7%		
	FSM Eligible	13	30.8%	25.7	38.5%	38.5%	76.9%	38.5%	30.8%	30.8%	30.8%	53.8%	30.8%	30.8%		
	Not FSM Eligible	48	70.8%	31.5	81.3%	83.3%	83.3%	75.0%	79.2%	85.4%	77.1%	83.3%	72.9%	68.8%		

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	630,690	2.8%	9.7%	5.1%	6.9%	30.6%	44.9%	32.3	0.0%	0.4%	2.4%	21.7%	75.5%
	FSM Eligible	134,440	4.1%	17.9%	7.7%	8.4%	29.6%	32.3%	28.6	0.0%	0.6%	3.4%	34.0%	62.0%
	Not FSM Eligible	471,430	2.1%	7.0%	4.3%	6.6%	31.0%	48.9%	33.4	0.0%	0.3%	1.8%	17.9%	80.0%
	Unknown	24,820	9.3%	15.6%	5.4%	6.5%	26.7%	36.5%	29.6	0.0%	0.8%	8.6%	27.4%	63.2%
-	Local Authority	2,863	4.2%	9.9%	5.8%	7.9%	30.8%	41.5%	32.0	0.0%	1.0%	3.1%	23.5%	72.3%
	FSM Eligible	808	5.1%	16.8%	8.5%	9.5%	31.2%	28.8%	28.7	0.0%	1.2%	3.8%	34.9%	60.0%
	Not FSM Eligible	2,032	3.8%	6.8%	4.6%	7.2%	30.8%	46.8%	33.3	0.0%	0.9%	2.9%	18.7%	77.6%
	Unknown	23	4.3%	39.1%	8.7%	8.7%	17.4%	21.7%	19.9	0.0%	0.0%	4.3%	56.5%	39.1%
2040	Poplar Street Primary School	59	0.0%	8.5%	5.1%	5.1%	39.0%	42.4%	32.1	0.0%	0.0%	0.0%	18.6%	81.4%
	FSM Eligible	23	0.0%	17.4%	4.3%	8.7%	34.8%	34.8%	29.0	0.0%	0.0%	0.0%	30.4%	69.6%
	Not FSM Eligible	36	0.0%	2.8%	5.6%	2.8%	41.7%	47.2%	34.0	0.0%	0.0%	0.0%	11.1%	88.9%

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	633,700	32.8%	66.9%	18.0%	42.0%	57.6%	8.0%	32.1%	67.7%	15.1%	53.4%	5.9%	53.0%
	FSM Eligible	147,260	48.6%	51.2%	8.1%	58.8%	40.9%	3.0%	48.0%	51.8%	6.7%	36.7%	2.1%	36.3%
	Not FSM Eligible	467,320	27.6%	72.3%	21.2%	36.6%	63.3%	9.6%	26.8%	73.1%	17.8%	59.0%	7.2%	58.7%
	Unknown	19,120	39.1%	55.5%	14.6%	46.6%	48.0%	7.5%	37.7%	57.0%	12.8%	44.4%	5.4%	43.9%
-	Local Authority	2,950	35.5%	64.4%	11.7%	45.0%	54.8%	2.4%	34.1%	65.8%	10.2%	50.6%	1.6%	50.2%
	FSM Eligible	975	47.3%	52.4%	6.8%	57.0%	42.7%	1.1%	46.2%	53.5%	4.2%	38.6%	0.5%	38.1%
	Not FSM Eligible	1,954	29.3%	70.7%	14.2%	38.8%	61.2%	3.1%	27.7%	72.3%	13.3%	56.9%	2.1%	56.6%
	Unknown	21	61.9%	33.3%	9.5%	66.7%	28.6%	0.0%	71.4%	23.8%	4.8%	23.8%	0.0%	23.8%
2040	Poplar Street Primary School	51	47.1%	52.9%	2.0%	49.0%	51.0%	0.0%	47.1%	52.9%	0.0%	41.2%	0.0%	41.2%
	FSM Eligible	23	52.2%	47.8%	4.3%	56.5%	43.5%	0.0%	56.5%	43.5%	0.0%	34.8%	0.0%	34.8%
	Not FSM Eligible	26	42.3%	57.7%	0.0%	42.3%	57.7%	0.0%	38.5%	61.5%	0.0%	46.2%	0.0%	46.2%
	Unknown	2	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%	50.0%	0.0%	50.0%

Year 6

Estab. No.	School	Cohort	RWM*		READING			WRITING TA			MATHS			GPS				
			≥Exp	Avg. High SS	<Exp	≥Exp	High	≥Exp	Avg. GDS SS	<Exp	≥Exp	High	SS	<Exp	≥Exp	High		
-	NCER National	623,700	58.7%	7.2%	104.8	24.6%	74.5%	27.8%	69.5%	12.8%	103.8	27.6%	71.4%	22.5%	105.1	26.7%	72.5%	28.3%
	FSM Eligible	152,560	41.5%	2.6%	102.0	37.6%	61.1%	16.6%	54.3%	5.8%	100.6	43.3%	55.1%	11.0%	101.9	41.2%	57.5%	16.3%
	Not FSM Eligible	455,400	64.7%	8.8%	105.7	20.1%	79.3%	31.7%	74.8%	15.2%	104.9	22.2%	77.1%	26.4%	106.1	21.7%	77.7%	32.5%
	Unknown	15,740	52.7%	6.6%	104.4	27.7%	66.9%	24.7%	62.5%	12.0%	103.5	29.9%	64.6%	20.0%	104.8	28.8%	66.0%	25.8%
-	LA	3,059	56.9%	3.6%	104.7	23.8%	75.3%	26.5%	67.5%	6.1%	103.6	28.8%	69.8%	21.6%	104.7	26.3%	73.0%	26.1%
	FSM Eligible	1,018	43.1%	1.2%	102.6	32.5%	66.0%	17.9%	56.5%	2.7%	101.2	40.3%	57.4%	13.9%	102.4	37.4%	61.5%	16.5%
	Not FSM Eligible	2,024	64.2%	4.9%	105.7	19.1%	80.4%	30.9%	73.4%	7.9%	104.7	22.8%	76.3%	25.7%	106.0	20.3%	79.2%	31.1%
	Unknown	17	11.8%	0.0%	95.5	70.6%	29.4%	11.8%	17.6%	0.0%	97.2	58.8%	35.3%	0.0%	96.0	76.5%	23.5%	11.8%
2040	Poplar Street Primary School	60	60.0%	1.7%	104.8	26.7%	73.3%	33.3%	71.7%	1.7%	103.0	31.7%	68.3%	26.7%	104.1	26.7%	73.3%	25.0%
	FSM Eligible	19	36.8%	0.0%	101.0	47.4%	52.6%	21.1%	63.2%	0.0%	99.6	52.6%	47.4%	15.8%	101.1	36.8%	63.2%	10.5%
	Not FSM Eligible	41	70.7%	2.4%	106.5	17.1%	82.9%	39.0%	75.6%	2.4%	104.4	22.0%	78.0%	31.7%	105.5	22.0%	78.0%	31.7%