

# Pupil premium strategy statement – Poplar Street Primary School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	H. Fletcher
Pupil premium lead	H.Fletcher
Governor / Trustee lead	K.Evers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,803.00
Recovery premium funding allocation this academic year	£...
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our ongoing approach will be tailored, targeted and personalised based on the challenges and barriers our children need support to overcome.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans and our approach will be responsive to common challenges and individual needs based on a sound understanding of what these needs are. We will focus on the development of the 'whole child' in order to give the best possible conditions for learning and achieving .

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and Punctuality</b> – Pupil Premium pupils' attendance is lower than non-pupil premium children. This impact on learning, access to the curriculum and performance.
2	<b>Social and Emotional Mental Health</b> – This can impact on performance and progress at school and the child's wider learning experiences
3	<b>Communication and language needs</b> – A significant proportion of pupil premium pupils start school below the expected standard for 'Communication and Language' and this impacts on many areas of the curriculum including speaking and listening
4	<b>Lack of a broad range of experience and use of vocabulary</b> – This can mean that writing is a barrier for many pupil premium pupils
5	<b>Reading and Phonics</b> – School data indicates that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	<b>Maths skills</b> – Underdeveloped skills in arithmetic and number facts prevent some Pupil Premium children achieving age related expectations. This has been exacerbated by the pandemic.

## 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
To improve attendance for all pupils especially our disadvantaged pupils who are persistently absent.	A reduction in the gap between disadvantaged and non-disadvantaged pupils. A reduction in the number of persistently absent pupils.
To continue to support the children with Social, Emotional and Mental health to enable them to make progress	Children with SEMH needs make good progress in their learning, engage in lessons and attain in line with age related expectations unless there is a contributing special educational need.
To improve the speech, language and communication skills of our disadvantaged pupils.	<ul style="list-style-type: none"> <li>The gap between Pupil Premium and non Pupil premium will decrease in the area of Communication and Language</li> <li>Children in EYFS make progress in the area of C&amp;L from their individual starting point</li> </ul>
Reading outcomes (attainment and progress) will improve or pupil premium children	<ul style="list-style-type: none"> <li>Data shows that all PP children show good progress from their individual starting point in reading</li> <li>The gap in reading between PP and non PP will decrease</li> </ul>
Improve attainment of our disadvantaged pupils so they have caught up with their non disadvantaged peers by the end of KS2	<ul style="list-style-type: none"> <li>By the end of KS2, the gap between outcomes in maths for disadvantaged pupils is narrowed.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Numbers count training and program implement</i>	National Centre for Excellence in the Teaching of Mathematics: Maths Guidance KS1 & 2 (.gov.uk)	6

	EEF guide to pupil premium	
<i>Whole class reading approach Pupils with lower reading ages are developing their vocabulary through exposure to more sophisticated texts</i>	EEF Teaching and Learning Toolkit shows that reading comprehension strategies can have an impact of +6 months  Our cumulative results in the phonic check in 2022	3/4/5
<i>Read, Write Inc phonics program A consistent approach to teaching phonics</i>	EEF early years Toolkit show early literacy approaches have +4 months impact	4/5
<i>Whole school Writing training - BCEd</i>	Writing is a a focus area and we are endeavouring to provide whole school writing training to ensure that staff are highly confident in the teaching of quality writing and in improving attainment and progress for all groups across school	3/4/5
<i>Team teach – identified staff</i>	EEF Guide to Pupil Premium Behaviour interventions are embedded to ensure standards remain high throughout and ensure that the school environment is calm with low levels of disruptive or unacceptable behaviour.	2
<i>Subject leader release time for CPD and tailored training -All staff/all subjects</i>	Investing in CPD has allowed subject leaders to be knowledgeable and passionate about their subject, to drive the teaching and learning of their subject across school	All
<i>Century – a digital platform for homework which is also used by our local secondary school helping to make a smoother transition and prepare our pupils once they move on to KS3</i>	EEF Teaching and Learning Toolkit show that homework can have an impact of +3 months in primary schools and the use fo digital platforms can increase this to +6 months.	5/6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
WellComm for all pupils in EYFS	Oral language interventions / Toolkit Strand / Education Endowment Foundation /EEF	3
Speech and language programmes Y1 – Y6	Oral language interventions / Toolkit Strand / Education Endowment Foundation /EEF	2/4
Additional TA hours to support delivery of interventions	Targeted interventions are resources to meet the specific need of disadvantaged pupils -EEF guide to pupil premium	2/3/5/6
Set up base for targeted intervention for children requiring tailored learning programmes specifically for those with SEND	EEF Guide to Pupil Premium Small group tuition as well as focussing on tailored programmes particularly for those children with additional and different needs, is known to have positive impact on the children involved not just academically but socially and emotionally too.	All

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapist (2 days per week)	EEF Social and Emotional Learning Education Endowment Fund	2
1:1 Counselling	EEF Social and Emotional Learning Education Endowment Fund	1/2
Rewards, certificates, trips to celebrate good attendance	Improving School Attendance – DFE	1
Breakfast Care Club (Pit Stop)	This is to support families around work schedules and to reduce lateness and increase attendance	½

Free breakfast club for PP pupils		
Robinwood Residential	Children in KS 2 receive a highly subsidized experience which is focussed on building children resilience, strength of character and improves their self esteem and exposes them to a range of activities they wouldn't normally have access to.	4
PP children provide with enriching experience and opportunities that impact on cultural deficit, wellbeing and all areas of learning in particular enhancing speech and writing	Children's wider experience and opportunities provided by school in order to address the cultural deficit they experience and also support both socially and emotionally. This develop overall understanding, wider vocabular, understand when reading and writing.	All

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this we used our internal data to judge impact. Due to numerous bubble closures in the 2020 – 2021 academic year the data is not comparable compared to the previous year

Many of our challenges continue and particularly with the impact of Covid 19 we have seen the progress and attainment of a number of our children be negatively affected. This is predominantly in year groups where basic skills have not been fully mastered. All TA's and teachers in KS1 have received RWInc training and attend regular in-house training which is having a positive impact on the delivery of phonics. School focus on improving outcome in maths and writing across school.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Time Table Rockstars	Maths Circle
Read, Write Inc	Oxford University Press
White Rose Maths	White Rose
Power Maths	Pearson
Clicker	Crick Software