

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Preston Manor Lower School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	20/10/2021
Date on which it will be reviewed	July 2022
Statement authorised by	Russell Denial Executive Headteacher
Pupil premium lead	Kevin Atkinson Head of Lower School
Governor / Trustee lead	Kinna Patel

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£118,620

## 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are

	evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.
4	<b>Lowest 20% of readers</b> - Of our lowest 20% of readers across KS2, 27% of these are pupil premium children
5	<b>Recruitment</b> of high calibre staff to ensure quality first teaching

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading and maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Percentage of disadvantaged KS2 pupils falling into the lowest 20% of readers gets smaller	In school tracking data of lowest 20% of readers shows a reduction of KS2 pupil premium children in the lowest 20% of readers reduces from 27% to 7%

## 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: £71,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3 and 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> website support to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	.2,3, and 4
<p>Recruitment of high quality teachers; offering school placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs</p>	<p>Recruitment of high quality teachers; offering school placements for ECTs (joining the Wembley Hub). Leading teachers and UPS staff to support with the mentorship and development of ECTs</p>	3 and 5
<p>High quality classroom teaching to ensure</p>	<p><i>EEF Teaching and Learning Toolkit:</i> "Providing feedback is a well-evidenced</p>	3 and 5

positive outcomes for pupils, with a focus on feedback, challenge and differentiation approaches (including Lead Practitioner support)	strategy and has a high impact on learning outcomes.”	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 and 3
In-class interventions, including ‘Talk Boost’ to address gaps in learning and increase progress.	EEF Teaching and Learning Toolkit: ”Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”	1

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

Budgeted cost: £27,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support high attendance and punctuality to school by removing barriers and providing guidance for improvement.	Evidence shows a clear link between good attendance and progress	1,2,3 and 4
Develop parental engagement and communication to support their child's learning and maximise their progress.	EEF Teaching and Learning Toolkit: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."	1,2,3 and 4
Therapeutic Interventions supports students who need it.  Mentoring (ELSA and Seasons for Growth) and counselling (WEST and MHST) to prioritise disadvantaged students  LAC coordinator	National and school analysis shows that disadvantaged students are more likely to be excluded than non disadvantaged peers	1,2,3 and 4
DIVA to develop a programme of extracurricular activities and pupil leadership opportunities	There is significant evidence linking lack of confidence and wider social participation of DA pupils with lower aspirations. The EEF emphasises the importance of supporting pupils' mental health and wellbeing and we believe this approach will support this as well as helping them to build key skills.	1,2,3 and 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £118,620**

## 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.

Improved oral language skills and vocabulary among disadvantaged pupils.	Data from the 21/22 academic year shows that the percentage of disadvantaged children meeting the expected standard in writing was 75%. This shows that these children had developed and refined their oral language and vocabulary skills sufficiently to be able to use this language and vocabulary in the writing form.
Improved reading and maths attainment for disadvantaged pupils at the end of KS2.	Data from the 21/22 academic year shows that the percentage of disadvantaged children attaining the expected standard in Reading was 75% and the percentage of disadvantaged children attaining the expected standard in Maths was 75%. This shows that the school is on track to meet its aims by the end of the 23/24 academic year of more than 80% of disadvantaged children reaching the expected standard in Reading and maths.
Percentage of disadvantaged KS2 pupils falling into the lowest 20% of readers gets smaller	Data from the 21/22 academic year shows that there has been a 4% decrease in the amount of pupil premium children in the bottom 20% of readers across KS2.

Due to Covid-19 there was no national data published for the end of KS2 to make valid comparisons against. However, our disadvantaged children outperformed their non-disadvantaged peers in Reading and Writing and were in line in Maths outcomes. Our disadvantaged children were above national disadvantaged children in the Reading outcomes, they were at the same level as national disadvantaged children in their combined outcomes and would have performed slightly lower than disadvantaged children nationally in writing and maths. Our school gap between Disadvantaged and Non Disadvantaged children is smaller than the national gap in all areas.

I have used 2018/19 national disadvantaged figures as at the time of completing this data. Data was taken from Perspective Lite Data Package.

In Key Stage 1, our disadvantaged children would have outperformed national disadvantaged children in Reading, Writing and Maths. Our school gap between Disadvantaged and Non Disadvantaged children is smaller than the national gap in Reading and Writing.

## 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
Online Maths Tuition	Third Space Learning

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a supply teacher to run 1:1 reading interventions with disadvantaged children.
What was the impact of that spending on service pupil premium eligible pupils?	<p>April 21 - May 21 The average progress children who had this support made across the year was 4 steps which is the progress that we would expect for the year.</p> <p>This progress was obtained despite children spending 2.5 months not in school and 4 months missed school the previous year.</p> <p>May 21 - July 21. Total steps of progress for all children who participated in this intervention across the year was: 3.9 steps progress. Average progress would be 4 steps for that period. This is despite missing 2.5 months of schooling this year and 4 months the previous year.</p>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*