



## 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                                                             | Callands Community Primary                            |
| Number of pupils in school                                              | 382                                                   |
| Proportion (%) of pupil premium eligible pupils                         | 17%                                                   |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2 – 2024/5                                       |
| Date this statement was published                                       | November 2021                                         |
| Date on which it will be reviewed                                       | July 2022                                             |
| Statement authorised by                                                 | Lisa Littler<br>Headteacher                           |
| Pupil premium lead                                                      | Lisa Littler<br>Headteacher                           |
| Governor / Trustee lead                                                 | Kelly Smith<br>Lead for Disadvantaged and SEND Pupils |

### Funding Overview

| Detail                                                                                 | Amount          |
|----------------------------------------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year                                    | £101 530        |
| Recovery premium funding allocation this academic year                                 | £ 10 730        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 16 755        |
| <b>Total budget for this academic year</b>                                             | <b>£118 285</b> |

# 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 excellent progress and achieve highly 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 ensure that all pupils have access to a wide, rich set of experiences and there are an exceptional amount of opportunities for all pupils to develop their talents and interests. We will provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.

Our strategy is to ensure that disadvantaged children in the EYFS, do well, with a focus on the Five Rs from the moment they start school.

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.

An exceptional quality of education 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 & 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                | Wellcomm assessments on entry, observations, and discussions with pupils indicate underdeveloped language, communication, interaction and vocabulary among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more widespread 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 and writers.                                                                                                                                                             |
| 3                | Internal assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br>On entry to Reception in 2021, 71% of disadvantaged children entered below typical in Number and Numerical Patterns and whilst we typically close this gap by the end of KS1, it still requires further closure in KS2.                   |
| 4                | Year on Year, the parents of many disadvantaged children do not feel able to give their children the opportunities to take part in some curriculum or extra-curricular enrichment opportunities which the school offers due to financial restrictions, without the support of the school.                                                                                            |
| 5                | Our Mental Health Leuven Scale Baseline Assessments completed following the first national lockdown identified pupils and families with social and emotional issues predominantly involving disadvantaged pupils. Those that remain at the start of the academic year 2021/2 are primarily disadvantaged children. These generally present as more challenging behaviours in school. |

## 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 underdeveloped language, communication, interaction and vocabulary among disadvantaged children. | Wellcomm assessments at the end of EYFS indicate significantly improved language, communication and interaction skills amongst the disadvantaged pupils at the end of EYFS. |

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                              | <p>EYFS children access vocabulary at the higher stages of the Floppy Phonics decodable books.</p> <p>Internal assessments using the 9 point 'Remembering More and Knowing More' scale, indicate disadvantaged children in KS1 and KS2 are in line with none-disadvantaged children in achieving ARE in the vocabulary sections of this assessment scale (in conjunction with the OTIs).</p>       |
| Continued improvements in the reading attainment of disadvantaged children.                                  | <p>By 2024/5</p> <p>At least 75% of disadvantaged children leave EYFS secure in alphabetical code level 3.</p> <p>At least 90% of disadvantaged children achieve 32+ in the Y1 Phonics Screening Check.</p> <p>At least 75% of disadvantaged children achieve ARE in Reading by the end of Y2.</p> <p>At least 82% of disadvantaged children achieve ARE in Reading by the end of KS2.</p>         |
| Improved maths attainment for disadvantaged pupils at the end of KS2.                                        | <p>By 2024/5</p> <p>At least 82% of disadvantaged children achieve ARE in Maths by the end of KS2.</p>                                                                                                                                                                                                                                                                                             |
| Increased number of disadvantaged children access enrichment opportunities offered for personal development. | <p>By 2024/5</p> <p>100% of disadvantaged children access one extracurricular activity per term.</p> <p>90% of disadvantaged children participate in the Y2/4/6 residential visits.</p>                                                                                                                                                                                                            |
| Improved number of disadvantaged children demonstrating exceptional behaviour and attitudes                  | <p>Sustained high levels of excellent behaviour and attitudes from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Engaged disadvantaged children in all subjects</li> <li>• Positive attitudes from all disadvantaged children</li> <li>• Excellent attendance from all disadvantaged children</li> <li>• High levels of respect from all disadvantaged children</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: £21 758

| Activity                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Recruitment of a TA 1.5 hours per week for EYFS Oral Language Intervention (Wellcomm)                                                                                                          | <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a><br>We have seen the impact of this in the academic year 2020/1 and wish to extend this.                                                                                                          | 1                             |
| Recruitment of a TA 6 hours per week for EYFS and Y1 one to one Phonics Intervention (Floppy Phonics)                                                                                          | <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a><br>We saw the impact of Floppy's Phonics intervention in 2020/1 and wish to extend this.                                                                                                                             | 2                             |
| Recruitment of a TA 3 hours per week in Y2 to teach pupils to use strategies for developing and monitoring their reading comprehension (utilising Comprehension Express kinaesthetic approach) | <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a><br>We have seen the impact of the pedagogical approach in Comprehension Express in the Autumn Term 1 in 2021 in Y4-Y6 and wish to extend this.                                             | 2                             |
| Recruitment of a TA 6 hours per week in Y3 and Y4 for targeted Maths intervention.                                                                                                             | <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a><br>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. | 3                             |

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

Budgeted cost: £48 990

| Activity                                                                                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Floppy Phonics Workbooks                                                                                                                                                                                                                                                                                      | Improved number of children secure in phonics in 2020/1 following introduction of these so wish to maintain.                                                                                                                                                                                                                                                        | 2                             |
| Lexia Licenses for Home Reading and Laptops                                                                                                                                                                                                                                                                   | Analysis tools utilised following use at home in 2021/2 indicate improved reading skills.<br><a href="#">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                       | 2                             |
| Express Comprehension Resources and Staffing to deliver                                                                                                                                                                                                                                                       | <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                                                                                                                                        | 2                             |
| Engaging with the National Tutoring Pro-gramme 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:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2 and 3                       |

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

Budgeted cost: £47 537

| Activity                                       | Evidence that supports this approach                                                                                                                                                                                                         | Challenge number(s) addressed |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Individual Nurture Support</i>              | <a href="https://educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>                                                                             | 5                             |
| After School Activities and Residential Visits | Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. | 4                             |

**Total budgeted cost: £118 285**

## 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.

|                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All pupils eligible for PP will close the gaps in Reading, Writing, Maths and SPAG created by partial school closure through individual subject end of year targets which teachers work to. | All pupils eligible for PP will end the academic year at least meeting their FFT 50 targets in Reading, Writing, Maths and SPAG as a means of closing the increased gaps following partial school closure due to Covid 19                                          | Disadvantaged average progress scaled score in 2021 was +0.8, combined higher standard progress +29% and combined expected standard progress -0.9.                                                                              |
| All pupils eligible for PP will have a SEMH baseline assessment completed on them. All SEMH needs are identified and any areas of concern will be addressed through nurture programmes.     | All SEMH needs are identified and any areas of concern will be addressed through Nurture programmes, Early Help assessments or other external agency referrals and support.                                                                                        | Completed.                                                                                                                                                                                                                      |
| All pupils eligible for PP in KS2 will improve their comprehension and vocabulary levels,                                                                                                   | All pupils eligible for PP in KS2 will make the expected progress in all areas as per their bespoke programme on Reading Plus. 100% of Y1 PP children will pass the phonics screening. Y2 children eligible for PP – 82% will pass the phonics screening checking. | 100% of Y1 disadvantaged children passed the Screening Check in July 2021.<br><br>82% of Y2 disadvantaged children passed the Screening Check in December 2020.<br><br>KS2 Lower attainers 58% progress. Middle attainers -25%. |



|                                                                                                                                                                                                                                        |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All pupils eligible for PP funding will make accelerated progress in their writing.                                                                                                                                                    | All children eligible for PP funding will move one point above where they were in writing in March 2020 (pre partial school closure).                                                                                  | <p>Y1 100% made accelerated progress</p> <p>Y2 60% made accelerated progress (40% SEN)</p> <p>Y3 100% made accelerated progress</p> <p>Y4 85% made accelerated progress (23% SEND)</p> <p>Y5 50% made accelerated progress (25% SEND)</p> <p>Y6 50% made accelerated progress (25% SEND)</p> |
| All pupils eligible for PP will continue to make accelerated progress in Writing through live Writing lessons when self-isolating (unless less than 6 children in which case they will get videos modelling the writing lesson daily). | All pupils eligible for PP will continue to meet aforementioned criteria in the aforementioned objectives by being provided with laptops where necessary and live writing lessons to prevent a greater gap in writing. | See above                                                                                                                                                                                                                                                                                    |

## Externally Provided Programmes

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |

## Service Pupil Premium Funding (Not currently applicable)

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |