



# Pupil Premium Strategy Statement

Reviewed and updated September 2022

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	398
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/2 – 2024/5
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lisa Littler Headteacher
Pupil premium lead	Lisa Littler Headteacher
Governor / Trustee lead	Kelly Smith Lead for Disadvantaged and SEND Pupils

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£94 845
Recovery premium funding allocation this academic year	£ 9 715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14 943

<b>Total budget for this academic year</b>	£119 503
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# 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. **We consider EAL children as disadvantaged due to our rapid, significant change in context.**

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	Within an 18 month period, the school has doubled the number of EAL children on roll (15% - 30%). The majority of these children admitted in all year groups speak little English. These children (YR-Y6) need daily Phonics sessions, vocabulary based intervention and support with grammar. Additional human and other resources are needed to accommodate this.
2	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception in 2022, 83% of disadvantaged children entered below typical in Writing and whilst we typically close this gap by the end of KS1, it still requires further closure in KS2.
3	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.
4	Wellcomm assessments on entry in EYFS, 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.
5	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.
6	Increasing number of disadvantaged children persistent absentees. It is difficult to educate children that do not attend school frequently.

## 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
EAL children are supported in a timely manner to enable them to access the National Curriculum fully as soon as possible.	EAL children develop their accuracy in Reading through secure phonic knowledge, secure a wide vocabulary in English and can write at the expected

	standard by the time they reach the end of KS2.
Disadvantaged children develop their competence in transcription and composition.	<p>Disadvantaged children can record ideas in writing fluently and can communicate ideas articulately in writing which is organised coherently for a reader.</p> <p>By 2024/5</p> <p>At least 75% of disadvantaged children leave EYFS able to write recognisable letters, spell words by identifying sounds in them and representing the sounds with a letter and writing simple phrases and sentences that can be led by others.</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 Writing by the end of Y2.</p> <p>At least 82% of disadvantaged children achieve ARE in Writing 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>
Improve underdeveloped language, communication, interaction and vocabulary among disadvantaged children.	<p>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> <p>EYFS children access vocabulary at the higher stages of the Floppy Phonics decodable books.</p> <p>The daily 'diagnostic' part of the school pedagogy 'Remembering More and Knowing More' indicates 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.	By 2024/5

	<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 attendance of disadvantaged children.	Involvement of Attendance Officer at Early Help Meetings.

## 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: £41 154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase TA support in Y2 and Y4 to enable EAL intervention needed.	<a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1
Read to Write Training for staff	<a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £69 772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional materials for Phonics and additional decodable books to deliver Phonics in all year groups.	<a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	5
Read to Write Scheme	<a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	2
Engaging with the National Tutoring Pro-gramme to provide school-led tutoring. A significant proportion of the pupils who receive	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="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	1, 2, 4 and 5

tutoring will be disadvantaged.	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8577

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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
Purchase SLA for LA Attendance Officer	Further support at the Early Help stage can be brokered with Attendance and Social Care through this facility.	6

**Total budgeted cost: £119 503**



## 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 2021 to 2022 academic year.

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>	88% of disadvantaged children in EYFS achieved GLD in 2022.
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> We saw the impact of Floppy's Phonics intervention in 2020/1 and wish to extend this.	90% of disadvantaged children in Y1 met the pass mark for the Y1 Phonics Screening Check in 2022 (compared with 62% nationally).
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> 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.	57% of disadvantaged children achieved ARE in Reading in Y2 in 2022 (compared with 51% nationally)
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> 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.	Y3 – 71% of disadvantaged children achieved ARE  Y4 – 91% of disadvantaged

		children achieved ARE in 2022.
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## 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?	