

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should 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 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	Pensby Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Three years
Date this statement was published	October 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Brown

Pupil premium lead	Kate Brown
Governor / Trustee lead	David Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£?????????
Recovery premium funding allocation this academic year	£?????????
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£?????????????

Part A: Pupil premium strategy plan

Statement of intent

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Premium Provision and Interventions

All our pupils have different needs, strengths and skills and this is reflected in the scope of method we deploy our Pupil Premium funding. Our provision encompasses both direct approaches to ‘narrowing gaps’ in learning and mental health needs as well as more creative interventions. All our approaches have a direct effect on academic achievement and enhance pupils’ social and emotional well-being. We use our Pupil Premium funding to support individual pupils but this also impacts on the wider school wherever possible, as all pupils can then benefit from whole school initiatives that improve learning and opportunities for all. Specific interventions are planned on an individual, needs-led basis so some pupils could have multiple intervention support if this is what they need.

Funding for the benefit of every child

The ethos of Pensby Primary has always been inclusion for our pupils. Pupil Premium funding should, quite rightly be targeted at eligible pupils. We do this but knowing our children and their needs we choose to deploy our resources (no matter how much they are constrained) to provide the best opportunities for all Pupil Premium and non-Pupil Premium children in all aspects of their school experience. Doing this ensures the children have a well-rounded, full and comprehensive school experience with success at many levels – academic, social, collaborative etc.

Our ethos for reducing Educational Disadvantage

Our school ethos is one of attainment for all. Our school encourages every child to “Reach for the Stars – Be amazing”.

- There is a culture of high expectations for all pupils (OFSTED July 2022).
- There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.
- Leaders, teachers and support staff understand their role within the school’s pupil premium strategy.

Addressing behaviour and attendance

- Developing positive learning behaviours is an integral part of our curriculum and ethos. We are proud of the model all adults give to pupils in this

respect.

- The school ensures effective behaviour management strategies are in place and adapted for pupils who need additional support. We are known for our skills in supporting pupils with complex needs including behaviour needs.
- Attendance is monitored regularly. We have utilised highly effective strategies to ensure that absence and lateness are minimised and acted upon. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued. Data for 2021/22 is not reliable as includes F1 provision and several key pupils who had valid reason not to attend.
- Our Mental Health lead has ensured that all staff have the necessary training to recognise when a child and/or their family requires support. The Mental Health lead has secured specialist support for the school and 2022/23 is the second year in this project.

High quality teaching for all

- The school is committed to providing high quality inclusive teaching for all – we expect all pupils to have equal teacher time.
- Timely and on-going assessment and feedback is used to maximise pupil progress.
- Teacher and support staff CPD is focused on securing strong subject and pedagogical knowledge, assessment and feedback. We base our plans and strategies on research models using the EEF as our main professional guidance alongside other research data. Highly trained leaders (NPQEL, NPQSL etc) are part of our school improvement team.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Provision maps identify individual pupils' needs and the interventions they access to address barriers to learning. Our Graduated Response records tracks all pupils school experiences and their personal requirements.
- Individual support is provided to ensure pupils can benefit from enrichment opportunities, well-being support, and academic interventions to support improved progress and attainment.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented. Additional support is provided where required.

Data-driven

- Teachers regularly track the progress of all pupils against individual objectives and assessment statements and use this information to adapt

planning and plan intervention.

- The progress and attainment of disadvantaged pupils is discussed at all pupil progress meetings and at data drops. Actions are identified, implemented and regularly reviewed within each assessment phase.

Clear, responsive leadership

- Leaders across the school set high aspirations and lead by example. They identify quickly any pupil who is at risk of falling behind and take swift action to address this.
- Senior leaders meet to review the effectiveness of strategies at the end of each assessment phase. Termly communication with Governors on progress given and includes the effectiveness of the strategy.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to Covid-19
2	Significant number of SEND pupils who have PP and throughout the school that require adaptations – sharp rise in EHCPs
3	Social and emotional difficulties of some children – anxiety and behaviours linked to low mood and fear observed.
4	Attendance of some new PP children who joined the school in 2021/22
5	Class sizes throughout KS2 having and impact – year 3 – 30 / year 4 – 36 / year 5 – 33 / year 6 - 32
6	Financial demographics of many pupils being significantly impacted.

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
1	The appropriate amount of time is designated to allow for staff professional development . This training has improved the delivery of quality first teaching and intervention support evidenced by monitoring and pupil outcomes. Children displaying gaps in learning from any extended period of absence will have made significant progress.	<ul style="list-style-type: none"> • Outcomes for PP children in line with Wirral and National gaps between non-PP children has been significantly reduced from 2021/22 to be in line with pre covid school data • The number of disadvantaged learners achieving expected levels will be in line with national.
2	Subject leaders have used evidence-based whole-class teaching interventions and disseminated these to support staff (RWI, Fresh Start, Power Maths etc). Monitoring shows that this is successfully building on prior learning and subject knowledge and closing gaps.	<ul style="list-style-type: none"> • Outcomes for PP children are in line with Wirral and National. PP progress is accelerated. • Teaching throughout the school is consistent in these areas and PP pupils are receiving the most direct teacher support. This is impacting on their progress positively.
3	School staff are working closely with our CAMHS and Dove Service professionals to support the mental health of pupils and parents. Our Mental Health TA is key to working with these pupils and families. The provision of Dinner Den as a lunchtime nurture group is being accessed by key pupils to support their mental health and allow for space to rest/recuperate during the day. The result is the full and successful access to lessons and learning.	<ul style="list-style-type: none"> • Positive mental health and well-being advice is provided and proactive support is given to those pupils and families who need it.
4	Support for those pupils (including PP) who have fallen behind. Carefully planned adaptations to enable access to learning, as well as specific additional lessons that promote successful learning e,g, math pre teach, additional RWI/Fresh Start etc are the result.	<ul style="list-style-type: none"> • Through our monitoring systems including Balance and SENCo Passport, disadvantaged children are being offered a range of adaptations and support to meet their needs and enable them to access learning successfully.
5	For the SENDco and senior leaders to have a sharper picture of the progress PP with SEND make and how staffing support needs to be deployed to promote this. Their support will be delivered by the most	<ul style="list-style-type: none"> • From baseline assessments, disadvantaged children with SEND make good progress from their starting points. Tracking of staffing shows these pupils have the best

	experienced and best qualified staff.	teachers and teaching.
6	PP and disadvantaged children will be offered support to ensure they access trips, visits and other school experiences so that they have equal access to these opportunities that broaden their cultural and societal experiences.	<ul style="list-style-type: none"> • For all activities in school, planning will including how to ensure access for all disadvantaged and PP children.
7	Our reading curriculum and resources continue to be further strengthened so that lessons and reading opportunities more consistently engage PP and disadvantaged children who have gaps in their reading understanding. Improvements in the sequencing and structure of lessons and resources alongside training will be required.	<ul style="list-style-type: none"> • Pupils are eager to read and able to utilise their teaching skills as required to access texts. They have an enjoyment of reading and their understanding is developing well.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching for all pupils to narrow the gap between PP and non-PP children and maintain equality in those subjects where there was no gap. Training for all staff to be provided to support this.</p> <p>£10,000</p>	<p>EEF guide to the Pupil Premium Sutton Trust – quality first teaching has direct impact on student outcomes. OFSTED inspection on 13th and 14th July 2022 found this to be an effective</p>	<p>1, 2, 4, 5</p>
<p>Whole school staff training in RWI (ongoing from 2021/22). Development of whole school reading approach. Continued mastery training in Power Maths for all staff. Coaching and shared lessons observations. This will be undertaken with our work with the Maths and English Hubs.</p>	<p>EEF research (although 2022 research has a mixed picture) . DFE guidelines. OFSTED inspection on 13th and 14th July 2022 found this to be an effective.</p>	<p>1, 2, 4, 5</p>

£8,000		
Training and development of new Assessment system (Balance) to ensure staff fully understand progress and attainment measures and can better analyse outcomes and need as a result. £2000	DFE requirements to assess pupils against national outcomes, and ongoing assessments as required termly. NFER, Pearson research etc.	5

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school maths pre teach sessions for all pupils but with Disadvantaged pupils and PP as priority. This activity also meets the requirements of the Catch up plan. Structured pre teaching sessions to scaffold support well before a lesson for targeted pupils £9,000	Evidence base – EEF / Schools catch up Plan (Quality teaching - Flexible grouping to ensure that the most vulnerable are receiving equal teacher time and are prioritised for this). OFSTED inspection on 13 th and 14 th July 2022 found this to be an effective adaptation and support provision.	1, 2, 4
High Quality 1 to 1 and small group interventions including	EEF research on use of Teaching Assistants. (document accessed in 2021 by whole school as part of our research into supported teaching. OFSTED inspection on 13 th and 14 th July 2022	1, 2,4

<p>additional tuition. Ambitious and well planned staff time tables designed to maximise learning opportunities for groups and individuals.</p> <p>£10,000</p>	<p>judged adaptations to be effective.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A 'Dinner Den' for pupils who do not enjoy/cope with lunchtimes and need respite in a nurturing environment. Specific pupils such as PP and disadvantaged to have automatic access. Dinner Den enables a successful lunchbreak, returning pupils to afternoon lessons ready to learn and thrive. £7,000</p>	<p>If pupils are mentally well they will access learning – Education Endowment Foundation and EEF.</p>	3
<p>Work with Dove Service to identify those pupils, families and staff who require support for grief. Arrange for this in school – group work and 1:1. Mental Health TA to support this</p>	<p>Following Dove Service initial work with pupils and families a significant number of children were identified as requiring support to cope with grief. Identification by Dove professionals. If pupils are mentally well they will access learning – Education Endowment Foundation and EEF.</p>	3

work. £1000		
Support all pupils with a focus on PP and disadvantaged, to improve attendance where required. Training and meetings with LA attendance officer, Admin support and Headteacher. £1000	National Center for Education Statistics(NCER) research on attendance. DFE research data and publications. DFE framework for good attendance.	3, 6
Improving attendance and readiness to learn for the most disadvantaged pupils – meeting with the LA attendance officer – up-dating systems and policy – see cost above	National Center for Education Statistics(NCER) research on attendance. DFE research data and publications.	3
Working with families who have the most need and signposting them for support using Wirrals Toolbox and other IFD processes. £1000	National Center for Education Statistics(NCER) research on attendance. DFE research data and publications.	3
School Mental Health TA to continue to work with and alongside CAMHs to deliver support to those pupils with the most need. Close liaison with families is essential for this to be effective. £2,000	Already effective mental health and well-being process to be further developed throughout the school. Research from EEF and Education Endowment Foundation.	3
School trips and extra-curricular activities partially or wholly subsidised £2,000	Equality of Opportunity. See Social Mobility Commission research and reports.	6

Links to research models used

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

<https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading>

<https://www.suttontrust.com>

<https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf>

<https://www.cambridge.org/elt/blog/2018/09/27/readaxation-reading-pleasure/>

<https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>

<https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

Total budgeted cost: £53,000

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.

Aim	Outcome
Progress in Reading and Writing	EYFS – disadvantaged pupils attained in line with national. KS1 – disadvantaged pupils and FSM6 outperformed non disadvantaged pupils in all subjects. KS2 - –cohort discussed with LA and OFSTED by LA in Dec 2021. 39 pupils, 50% SEND including 4 school refusers. Attained well below national in reading, in line with national in writing but were ‘ready’ for transition to KS3.
Progress in Mathematics	As above for EYFS and KS1. In KS2 disadvantaged pupils were well below.
Phonics	In 2022, disadvantaged pupils in year 2 achieved well above the national. In year 1 they achieved well below national.
Other	<p>OFSTED inspected the school on July 13th and 14th 2022. School judged to remain a a good school. Inspector analysed Disadvantaged pupils progress and attainment.</p> <p>Prior to COVID the data trend for disadvantaged pupils in the school was good with no significant concerns.</p> <p>It should also be noted that the school had identified many other pupils as being ‘disadvantaged’ due to their circumstances. These pupils are not included in national or LA comparative data as they do not ‘meet’ that criteria. However, their need/s are of significance.</p>

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
Learning By Questions (LBQ)	Learning By Questions
Espresso	Discovery Education
Busythings	Busy Things Limited
Catch-Up Literacy	Catch Up
Reading Eggs	3P Learning Limited

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?	1 Service pupil 2021/22 Spend absorbed into classroom support staffing to allow for higher grouping levels 3 service pupils 2022/23
What was the impact of that spending on service pupil premium eligible pupils?	2021/22 pupil in line with national in all areas 2022/3 – impact to be confirmed

Further information (optional)

During the period 2020 to July 2022, the support staffing was reduced by 150 hours per week. This was achieved without any voluntary or compulsory redundancies. The impact on all pupils has been significant – less staff, less time, less flexibility to deliver what used to deliver. Despite this in EYFS, year 1 and in most Key Stage 1 subjects, disadvantaged pupils achieved very well.

In Key stage 2, the year 6 cohort in 2021/22 consisted of 39 pupils with 1 teacher and a TA. Of the 39 pupils 8 joined the school during the COVID period. The mental health of 20% of the cohort was a concern and over 50% of the cohort had a Special Educational Need. Pensby is very proud of this cohort. Despite the challenges they faced they completed year 6 and were ready and eager to go on to the next phase of their education. In October 2022, all the secondary provisions where these attended reported they were all attending school and settled well. This is the achievement above all that we worked towards for this cohort.

Our trend over time for disadvantaged pupils in all key stages up to COVID was that they achieved well. Monitoring and tracking information in our school, alongside this plan, suggests this will be the returning trend.