

Pupil premium strategy statement – Pearl Hyde Primary School

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	286
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/24 2024/25 2025/26
Date this statement was published	15.12.23
Date on which it will be reviewed	2.12.24
Statement authorised by	C. Denton
Pupil premium lead	J. Brown
Governor / Trustee lead	Melanie Mendez Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,195
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 4,205
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 46,400

Part A: Pupil premium strategy plan

Statement of intent

Pearl Hyde Community Primary School serves 286 children, 37 of whom are Pupil Premium. At the core of our school values is a determination to raise standards and aspirations for all children, particularly those from the most challenging backgrounds or with additional vulnerabilities. This Pupil premium strategy is underpinned by research from the Education Endowment Fund to ensure that funds are spent in ways that have the most impact on our pupils. We have taken the time to study data: examining attainment, attendance and participation of Pupil Premium children. This has led us to formulate the overarching objectives as set out below:

- To raise the attainment of PP children to be in line with non-PP children in English and Maths, especially writing
- To raise aspirations and improve cultural awareness of PP children
- To ensure PP children have appropriate representation and are able to participate in all the opportunities school provide to enhance the personal development of our pupils.

In order to achieve the objectives, we will:

- Ensure teachers understand children's starting points in relation to the national curriculum so that teaching is personalised to ensure progress is made
- Act early to intervene at the point need is identified
- Ensure PP children have an increased opportunity to participate in after school clubs and school trips
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve

Crucially, we know that high quality, first wave teaching is proven to have the highest impact on pupil outcomes. This is why we continually improve the quality of teaching in our school by working with our partner schools as part of Finham Multi Academy Trust. Specific strategies such as Instructional Coaching and Responsive Teaching programmes for teachers have allowed a bespoke programme of improvement for Pearl Hyde School as a whole and for each individual teacher dependent on need.

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, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has impacted on the standards of behaviour in school. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Our attendance data is not yet in line with national figures. A focus on improving this is a whole school priority. PP children will be a particular focus for support ensuring that non-pp children and pp children are in line and figures for all children indicate they are in school more often.
5	Out of hours learning attendance data indicates that while some PP children attend many clubs are heavily involved in school life some do not participate in any. Further work needs to be done to ensure that PP children have the opportunity to join clubs and that barriers are overcome on a child-by-child bases.

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. Fluency tests are used to ensure children are reading the correct high-level texts and therefore exposed to ambitious vocabulary.
Improved reading attainment among pupils.	<p>The year 1 phonics screening results will improve from 68% to be in line with national data for all children.</p> <p>KS2 reading outcomes in 2024/25 show that reading results are in line with the national average.</p> <p>Children and parent opinion of reading and reading at home will improve to support attainment, a lifelong love of reading will be created which is a key predictor of future success.</p>
Improved writing attainment among pupils.	<p>Writing attainment will improve in all year groups. KS1 writing outcomes in 2024 will improve from starting points.</p> <p>In KS2, 2024 results will improve and will begin to close the gap to national.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents as measured in CPOMS
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <p>A rise in attendance figures from 91.3% to be in line with non PP children .</p> <p>Identifying individual pupils and providing families with personalised support to</p>

	ensure that children access school regularly.
To increase the number of PP children participating in out of hours learning, residential and other enhancement activities	The percentage of PP children participating in clubs will represent the number of PP children in school or be higher. Club registers will show this.

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: £ 26,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff on how analysis can be used to inform teaching and type of intervention	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:	1,2,3
Embedding dialogic activities across the school	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:	1

<p>curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Ensure fidelity to the DfE validated Systematic Synthetic Phonics programme we have at Pearl Hyde- RWI by purchasing training for all staff as well as regularly coaching and monitoring phonics teaching in school.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Continue to train staff to use the Talk For Writing scheme with accuracy and fidelity</p>	<p>TFW has been chosen due to it's emphasis on improving oral skills as well as it's focus on modelling and supported practice. Two named strategies by the EEF in their improving literacy in KS2 summary.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1672645296</p>	3
<p>Continue to train staff to use the Talk For Writing scheme with</p>	<p>TFW has been chosen due to it's emphasis on improving oral skills as well as it's focus on modelling and supported practice. Two named strategies by the EEF in their improving literacy in KS2 summary.</p>	3

accuracy and fidelity	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1672645296	
Provide TAs with high quality CPD	<p>Provide TAs with access to high quality Subject Knowledge for Teaching courses and PD training on enabling children to take ownership of their own learning.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702616612</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1702618873</p>	1,3
Provide staff with a mentoring and coaching approach to help implement PD effectively and improve high-quality teaching	<p>Staff to be provided with a coach to help improve high quality teaching and learning and implement strategies shown in PD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,3

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	2

<p>sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as instructed by RWI professionals.</p>	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Provide pupils with interventions to support language development, English and Maths.</p>	<p>Implement high-quality targeted and structured interventions that complement teaching and learning objectives. Interventions complement whole school schemes so children receive a consistent approach inside and outside of the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1702631335</p>	<p>1,2,3</p>
<p>Deploy TAs effectively to support children's progress both inside and outside of the classroom</p>	<p>Use TAs to deliver high quality structured interventions that employ strategies of effective teaching to ensure that they are successful. TAs to effectively help pupils develop independent skills and manage their own learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3</p>
<p>Implement Peer Tutoring inside and outside of the classroom</p>	<p>Peer Tutoring to be modelled and implemented during maths lessons across school. Older pupils to peer tutor younger pupils through the school initiative of a Story Squad.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1,2</p>

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working together to improve attendance advice.</p> <p>This will involve training for staff to develop and implement new procedures. The learning mentor and leadership team will need time to work together.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Staff to ensure that communication between school and parents is clear, 2-way and positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4

<p>Aim to improve attainment by increasing the number of children who eat a healthy breakfast</p>	<p>Provide children with a morning breakfast club to ensure they are in school and ready for learning</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	<p>4</p>
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that disadvantaged pupils are not attaining in line with their peers and the gap between pupil premium and national is too wide; although in Year 6 there are signs that this gap is reducing (2019 = 59% to 2023 = 22.5%) when compared to national and Pearl Hyde is now roughly in line with the local authority too. Although, data analysis shows there needs to be improvements in reading, writing and maths, we have identified writing as a significant area of need and this is reflected within our Pupil Premium strategy.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

The data demonstrated that persistent absence at Pearl Hyde for the academic year 22/23 was higher than national average. Due to this we have introduced an Attendance Team, which has allowed for the attendance of disadvantage children to be tracked closely to ensure that it improves when compared to non-disadvantaged pupils. Through the implementation of a new whole school behaviour strategy, behaviour amongst disadvantaged pupils has significantly improved across the school; this is shown through internal behaviour records such as CPOMs and reflection records and is now in line with non-disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that there have been large improvements in wellbeing, attendance and behaviour for disadvantaged children. Although attainment has not risen to be in line with national in the academic year 22/23, we expect to see a consistent upward trajectory for disadvantaged children reaching age-related expectations throughout the academic years 23/24 and 24/25.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

