

## Pupil Premium Strategy Statement 2021-22

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	Pye Green Academy
Number of pupils in school	389 (number of primary pupils)
Proportion (%) of pupil premium eligible pupils	19.5% 76 CH
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Ingram Headteacher
Pupil premium leaders	L.Edkins & J.Barrott English Leader & Maths Leader
Governor lead	Charlie Chambers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,965
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

The effective use of Pupil Premium Grant (PPG) encompasses all elements of Pye Green's vision and core values. Through our strategy and action plans, we will ensure **all** pupils, including the most disadvantaged, receive both challenge and support designed to best meet their needs irrespective of their background, including those who are already high achievers.

We will utilise robust diagnostic assessment strategies to accurately identify and address the challenges faced by our vulnerable pupils. We prioritise the development of high-quality teaching and consistently embed effective strategies across the school, in all subjects. Our goal is to strengthen provision and maintain high quality teaching to enable sustained improvement and progress for disadvantaged pupils and all others, overtime.

Our pupil premium strategy also supports our education recovery plans including a sharp focus on additional targeted group interventions and opportunities to extend and consolidate learnt knowledge, helping pupils to develop deep and secure understanding and transfer skills effectively.

To ensure the successful implementation of the plan, evidenced based research and strategies will be utilised to support the most disadvantaged pupils.

## Successful implementation of our strategy will be achieved through a number of

### Key Principles:

- The most effective evidenced based research and recommendations inform our strategy plan and guide our operational decisions to maximise impact on improving outcomes for disadvantaged pupils. **(Education Endowment Fund, Elliot-Major, L., Higgins, S (2019) 'What Works?, Effective educational intervention database - Evidence 4 Impact)**
- Consistent high quality teaching is key to improve outcomes for disadvantaged pupils and all others.
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times to overcome barriers.
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extra-curricular experiences to support their individual talents & skills in order to broaden their aspirations, develop confidence and a positive attitude to learning.

### Key Strategy Objectives:

- Ensure no child is left behind socially or academically because of disadvantaged challenges and individual circumstances.
- Diminish the attainment & progress gaps between disadvantaged pupils and their non-disadvantaged peers, both within school and nationally.
- Ensure high-quality teaching and learning is secure and embedded across the school and pupils are challenged and supported effectively.
- Ensure ALL pupils are confident, fluent readers who have secure comprehension to enable them to access the broader curriculum and deepen their knowledge and understanding.
- To provide effective social and emotional support to disadvantaged pupils so they are safe, have an aspirational attitude towards learning and attend every day.
- Ensure disadvantaged pupils have priority access to high quality recovery programmes and interventions in 2021-22
- Ensure disadvantaged children have access to a wide range of curriculum and extra-curricular activities, in order to provide opportunities for pupils to develop skills, talents and broaden their aspirations and cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Historically large attainment gaps between disadvantaged pupils and all pupils nationally in - phonics (-29% in 2019), reading (-12% in 2019), writing (-14% in 2019), maths (-14% in 2019). Particularly disadvantaged boys.</b></p> <p>Current assessments indicate that disadvantaged children are behind their peers in reading fluency, comprehension and writing. This has an impact across all subjects and thus affects their ability to retain and recall information.</p>

2	<p><b>Low standards of communication &amp; language when entering school</b></p> <p>Reception baseline demonstrates disadvantaged pupils have under developed language acquisition and vocabulary skills when compared with their non-disadvantaged peers.</p> <p>Disadvantaged pupils have a smaller range of vocabulary. They have limited access to books at home &amp; are less exposed to experiences that will extend and broaden their vocabulary.</p>
3	<p><b>Overall attendance for disadvantaged pupils is lower than all other pupils. Persistent attendance is significantly lower than all others. PP children 94.3% compared with 96.2 % &amp; below the school's expectation of 96%</b></p> <p>There are a number of families where positive parental engagement towards their child's attendance is a concern. This results in a number of disadvantaged pupils with persistently poor attendance which greatly impacts on their engagement in catch-up programs and interventions.</p>
4	<p><b>Low aspirations &amp; cultural experiences. Mental Health &amp; Wellbeing.</b></p> <p>Children have fewer experiences beyond their home life and immediate community. They are less likely to be exposed to the cultural capital that can develop their aspirations, creativity and confidence.</p>
5	<p><b>Consistent high quality teaching &amp; learning</b></p> <p>Improving the educational provision in school to address the inequalities in lesson knowledge, skills and experiences through professional development of all staff including teaching assistants &amp; support staff.</p>

## 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
<p>To significantly narrow the gap between disadvantaged pupils and their peers across Phonics, Reading, Writing &amp; Maths</p> <p>To significantly improve the number of disadvantaged pupils reaching an age expected level of reading.</p>	<ul style="list-style-type: none"> <li>The gap between disadvantaged pupils and all others to be less than 6% in Phonics, Reading, Writing &amp; Maths by the end of our 3 year plan.</li> <li>Published data to evidence an increased number of disadvantaged pupils attaining EXS across Reading, Writing &amp; Maths compared with 2019 (EXS Reading 56%, Writing 69% &amp; Maths 69%).</li> <li>Published data to evidence an increased number of disadvantaged pupils attaining age expectations in EYFS GLD, YR 1</li> </ul>

	Phonics, compared to 2019 (EYFS GLD 50% – YR1 Phonics – 55%)
To significantly improve the language acquisition and vocabulary skills of disadvantaged pupils within the Early Years and across Key Stage 1.	<ul style="list-style-type: none"> <li>The gap between disadvantaged pupils and others to have significantly diminished in the area of 'Communication and Language' of the EYFS Curriculum, to less than 5%</li> <li>Key Stage 1 pupils to develop subject specific vocabulary that enhances their knowledge, understanding and ability to explain and discuss their learning and collaborate with others. The use of knowledge organisers with subject specific vocabulary progressively mapped in each subject. (KS2 also)</li> </ul>
To improve the overall attendance of disadvantaged pupils and diminish the attendance gap between themselves and others.	<ul style="list-style-type: none"> <li>Increase the attendance rates of disadvantaged pupils so they are, at least in line with all other pupils.</li> <li>Reduce the persistent absence of disadvantaged pupils so they are, at least in line with all other pupils.</li> <li>Improve the punctuality of pupils in school</li> </ul>
To increase the engagement of disadvantaged pupils in extra-curricular activities and experiences that will develop their aspirations, talents and self-esteem.	<ul style="list-style-type: none"> <li>To ensure that all disadvantaged pupils are prioritised and encouraged to take part in clubs, trips, performances and events.</li> <li>To ensure that no disadvantaged pupil is unable to pursue their individual talents, skills and aspirations due to lack of resources and support.</li> </ul>
To increase the engagement and progress of disadvantaged and all pupils by improved teaching and consistently high quality lessons that are accurately differentiated and effective.	<ul style="list-style-type: none"> <li>Provide high quality training for all teachers and teaching assistants to ensure quality first teaching is established consistently across school.</li> <li>Improve the differentiation, questioning and pace of lessons.</li> <li>Improve the mental health and wellbeing for children and families and provide support including outside agency support and specialists.</li> </ul>
To deliver high quality interventions and support to disadvantaged and all pupils in order to narrow gaps in their learning and 'catch-up'	<ul style="list-style-type: none"> <li>Gaps in learning have been significantly narrowed by regular and focused interventions across Reading, Writing and Maths.</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: £56,000 (50% of Funding)

Activity	Evidence that supports this approach <a href="#">Hyperlinks to Research</a>	Challenge number(s) addressed
<p><b><u>RWInc Training &amp; Resources for Phonics &amp; Spelling</u></b></p> <ul style="list-style-type: none"> <li>Phonics CPD - To continue to consolidate systematic, high quality teaching of phonics from EYFS – YR6. To ensure all staff including ECT's &amp; TA's are confident and competent in teaching phonics &amp; spellings.</li> <li>Resources – All pupils and staff have access to age appropriate resources to deliver consistently good teaching and learning in phonics, spellings &amp; reading. Including home/school reading books.</li> </ul>	<p><a href="#">EEF Phonics Toolkit</a> Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">EEF Improving Literacy KS2</a> Recommends that spelling is explicitly taught and that diagnostic assessment should focus effort on the spellings that pupils are finding difficult.</p>	1,2 & 5
<p><b><u>'Reading with Me' – UWMAT project</u></b></p> <p>Deliver the UWMAT's 'Reading with Me' project to enhance:-</p> <ul style="list-style-type: none"> <li>Increase pupil's opportunities to read for pleasure and be read to.</li> <li>Increase parental engagement in supporting their child's reading at home.</li> <li>Establish an engaging reading environment inside and outside the classroom.</li> </ul> <p>(see additional plan)</p>	<p><a href="#">The Power of a Book Project</a></p> <p>One in four disadvantaged children across the UK has fewer than ten books of their own at home, and one in eight has none.</p> <p>By age eleven, there is a 12-month language development gap between children from book rich home and those with fewer than ten books.</p>	1,2 & 5
<p><b><u>Whole Class Reading</u></b></p> <ul style="list-style-type: none"> <li>Continue to develop effective reading comprehension strategies from YR2 – YR6 using high quality texts.</li> </ul>	<p><a href="#">EEF Reading Comprehension Strategies</a></p> <p><a href="#">EEF Collaborative Learning</a></p>	1, 5

<ul style="list-style-type: none"> <li>Resources to establish and embed whole class reading. (disadvantaged pupils to have their own copy to take home and own)</li> </ul>	<p><b><u>Lee Elliot Major &amp; Steve Higgins – ‘What Works?’</u></b></p> <p>+6 months reading progress, improves confidence, develops vocabulary &amp; provides access to the wider curriculum</p>	
<ul style="list-style-type: none"> <li><b><u>Home School Reading &amp; Class Library</u></b> Appropriate resources to support Home/School reading and improve the quality of texts available in classroom book corners.</li> </ul>	<p><b><u>EEF Improving Literacy KS2</u></b></p> <p>Quality texts have a positive impact on weaker readers as well as an impact on all.</p>	1,2 & 5
<p><b><u>Language &amp; Vocabulary Development</u></b></p> <ul style="list-style-type: none"> <li>EYFS - Wellcom,- CPD &amp; Resources.</li> <li>Improve expertise in delivering Wellcom interventions</li> <li>Provide regular focused intervention groups using the Wellcom program across EYFS-YR1.</li> </ul>	<p><b><u>EEF Oral &amp; Language Interventions</u></b></p> <p>Evidence for Oral Language Interventions +5 months progress per year.</p> <p><b><u>EEF One to One Tuition</u></b></p>	2
<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>‘Maths No problem’ to establish secure Number skills, Mental recall &amp; Calculation strategies using the ‘Maths No problem’ program.</li> </ul> <p>Across KS1 &amp; KS2</p>	<p><b><u>EEF Maths Mastery</u></b></p>	1, 5

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

**Budgeted cost: £42,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Deliver focused specific interventions groups weekly for:</u></b></p> <ul style="list-style-type: none"> <li>Reading – One minute reading, Accelerated Reader &amp; RWInc Fresh Start</li> <li>Phonics - RWInc &amp; RWInc Spelling</li> <li>Maths - Numbers Count - training and release time.</li> </ul>	<p><b><u>EEF Disadvantaged Toolkit</u></b></p> <p>1:1 Tuition &amp; small group work +5 months</p> <p><b><u>Lee Elliot Major &amp; Steve Higgins – ‘What Works</u></b></p>	1,2 & 5

<ul style="list-style-type: none"> <li>Writing - Booster group for pupils identified as not on track for EXS or GDS.</li> </ul> <p><b>Across KS1 &amp; KS2, Reviewed by the PPG improvement team and adjusted each half term.</b></p>	<p>+5 months Mastery Learning / Catch-Up intervention</p> <p><a href="#">EEF Teaching Assistants Interventions</a></p>	
<p><b><u>Robust Assessment &amp; Monitoring</u></b></p> <p>Pupil Premium Improvement Team –</p> <ul style="list-style-type: none"> <li>Embed half termly pupil progress reviews to assess current interventions and support and develop more specific personalised learning.</li> <li>Release time for the team and team leaders to monitor and support interventions.</li> <li>Release time for the team to meet TA's and evaluate pupil progress and intervention impact.</li> </ul>	<p><b><u>Lee Elliot Major &amp; Steve Higgins – 'What Works?'</u></b></p> <p>+8 months Effective Feedback for Learning</p> <p>+3 months – Personalised Learning</p>	1, 5
<p><b><u>Wellbeing &amp; Nurture</u></b></p> <ul style="list-style-type: none"> <li>Lunchtime Nurture Group established to support the most vulnerable disadvantaged pupils who have emotional and mental barriers to learning and engagement.</li> </ul>	<p><a href="#">EEF Social Emotional Learning</a></p>	

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

**Budgeted cost: £15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Wellbeing &amp; Nurture Provision</u></b></p> <ul style="list-style-type: none"> <li>Workshops/Information/Signposting Events – To support parents with behaviour management strategies, home school learning support &amp; e- safety guidance.</li> <li>Restorative Practice Training for all staff – Inset to improve all practice and strategies that develop a positive approach towards managing behaviour and engaging pupils.</li> </ul>	<p><a href="#">EEF Parental Engagement</a></p> <p><a href="#">EEF Social Emotional Learning</a></p>	4
<p><b><u>Attendance &amp; Engagement</u></b></p> <p>EWO visits and reports</p> <p>Behaviour &amp; Rewards Resources</p>	<p><a href="#">EEF Behaviour Interventions</a></p> <p><a href="#">Dfe Evidence Report</a></p>	3



Attendance Awards		
Subsidise extra-curricular activities, clubs, visit & experiences Cover time for – School Council & Children's University Leader Artists, performers & sports specialist programs	<a href="#">EEF Arts Participation</a>	3,4

**Total budgeted cost: £113,500**

## 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.

Priority	Activity	Impact – Further Lockdown Jan21 – March 21																																								
<p><b><u>Priority 1</u></b></p> <p>Disadvantaged pupils to make rapid progress in Phonics &amp; Reading.</p> <p>Ensure all relevant staff have received high quality RWInc training to support catch-up and diminish lost learning in Phonics &amp; Reading.</p> <p>Ensure high quality home / school reading resources are readily available across the school.</p> <p>Ensure all relevant staff begin to access high quality ‘Talk for Writing’ training.</p>	<p>In reading &amp; phonics, the vast majority of disadvantaged pupils made good or better progress to narrow their gaps in learning caused by the pandemic and lockdowns. This was due to:</p> <p>All staff received the first day of two days full training for RWInc. The follow up day was rescheduled due to lockdown and restrictions on face to face training. Day 2 will take place on January 4<sup>th</sup> 2022.</p> <p>RWInc home / school reading books have been purchased for EYFS – YR2.</p> <p>All classrooms have the age appropriate RWInc resources to support SPAG, Reading &amp; Writing.</p> <p>Talk for Writing training was postponed due to restriction on face</p>	<table><tr><th colspan="4">Reading Disadvantaged EXS –</th></tr><tr><th></th><th>Sept 20</th><th>July 21</th><th>DIFF</th></tr><tr><td>YR1</td><td>29%</td><td>48%</td><td>+19%</td></tr><tr><td>YR2</td><td>38%</td><td>56%</td><td>+18%</td></tr><tr><td>YR3</td><td>18%</td><td>33%</td><td>+15%</td></tr><tr><td>YR4</td><td>25%</td><td>59%</td><td>+34%</td></tr><tr><td>YR5</td><td>21%</td><td>37%</td><td>+16</td></tr><tr><td>YR6</td><td>33%</td><td>56%</td><td>+23</td></tr><tr><th colspan="4">PPG Phonics</th></tr><tr><td></td><td>7%</td><td>71% (5/7 CH)</td><td>+64%</td></tr></table>	Reading Disadvantaged EXS –					Sept 20	July 21	DIFF	YR1	29%	48%	+19%	YR2	38%	56%	+18%	YR3	18%	33%	+15%	YR4	25%	59%	+34%	YR5	21%	37%	+16	YR6	33%	56%	+23	PPG Phonics					7%	71% (5/7 CH)	+64%
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	<p>to face training. It was delivered in October 2021.</p> <p>Consistent and regular phonics &amp; reading interventions.</p>																																	
<p><b>Priority 2</b></p> <p>Develop the use of high impact maths programs such as White Rose to deliver a recovery curriculum in maths and support interventions.</p> <p>Work with UWMAT’s maths leader to improve the teaching of maths mastery.</p>	<p>In maths the vast majority of disadvantaged pupils made good or better progress to narrow their gaps in learning caused by the pandemic and lockdowns. This was due to:</p> <p>CPD delivered by our maths leader to all teachers on how to effectively utilise ‘White Rose’ recovery curriculum.</p> <p>The development of the quality of whole class maths teaching &amp; interventions with support from UWMAT’s maths leader.</p>	<table><tr><th colspan="4">Maths Disadvantaged EXS –</th></tr><tr><th></th><th>Sept 20</th><th>July 21</th><th>DIFF</th></tr><tr><td>YR1</td><td>13%</td><td>43%</td><td>+33%</td></tr><tr><td>YR2</td><td>28%</td><td>50%</td><td>+22%</td></tr><tr><td>YR3</td><td>24%</td><td>38%</td><td>+14%</td></tr><tr><td>YR4</td><td>16%</td><td>38%</td><td>+22%</td></tr><tr><td>YR5</td><td>24%</td><td>58%</td><td>+34%</td></tr><tr><td>YR6</td><td>21%</td><td>38%</td><td>+17%</td></tr></table>	Maths Disadvantaged EXS –					Sept 20	July 21	DIFF	YR1	13%	43%	+33%	YR2	28%	50%	+22%	YR3	24%	38%	+14%	YR4	16%	38%	+22%	YR5	24%	58%	+34%	YR6	21%	38%	+17%
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<p><b>Priority 3 – Barriers to Learning</b></p> <p>Diminish the gaps between disadvantaged pupils &amp; others that have arisen due to Covid-19</p> <p>Issues including;</p> <ul style="list-style-type: none"><li>• Mental Health &amp; Well-being</li><li>• Enrichment &amp; Cultural Capital Opportunities.</li><li>• Engagement &amp; Attendance</li></ul>	<p>The Inclusion Support team and class teachers ensure that all disadvantaged &amp; vulnerable pupils received regular welfare phone calls and checks.</p> <p>All disadvantaged pupils were prioritised to access critical worker provision on the school site.</p> <p>Engagement trackers were established to monitor and support disadvantaged pupils and their parents with their remote learning.</p> <p>All disadvantaged pupils were provided with access to devices and data to ensure no pupil was not able to access their learning.</p>	<p>During remote learning, engagement from PP children was good but some pupils needed persistent encouragement and support.</p> <p>Attendance has suffered considerably once schools re-opened. Autumn 1 2021 -93.4%</p> <p>Specific families who engaged with EWO processes improved attendance. Autumn 2 2021 - 94.3%</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
RWInc Talk for Writing Accelerated Reader Maths No Problem	Ruth Miskin - RWInc Pie Corbett – Talk for Writing Renaissance Learning