

Callowell Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year funding to help improve the attainment of our disadvantaged children. 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	Callowell Primary
Number of children in school	142
Proportion (%) of pupil premium eligible children	36 children 25%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	D Horscroft
Pupil premium lead	L Johnston/V Vaughan
Governor lead	T Pritchard

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,938.00
Pupil premium funding carried forward from previous year	£ 0
Recovery premium allocated	£
Total budget for this academic year	£51,938.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Callowell Primary School we strive to provide the best education and support to all of our children.

The nationally recognised attainment gap for Pupil Premium/Disadvantaged children is a priority here at our school.

To support our children and families to succeed we have a holistic approach to developing our learners and we investigate all barriers to learning. The school adopts a three-tiered approach:

- Quality teaching – professional development and support
- Targeted academic support – structured interventions, small group tuition and one to one support
- Wider strategies – Attendance, wrap around care, behaviour approaches

Social and emotional support is provided for children and families through Team Around the Family meetings and support mechanisms. This has been especially effective following the COVID pandemic.

Quality of teaching is one of the biggest drives of pupil attainment, especially for those from disadvantaged backgrounds. As a school we focus on proven ways of improving teaching and constantly update practice. Teachers and teaching assistants continually update support and interventions for targeted children.

Pupil Progress Meetings identify our target groups and individuals. Robust and accurate assessment to identify children's needs and adapt teaching is seen as crucial. Alongside data, all support is monitored through learning walks, book looks and interviews with children.

Interventions focus on basic skills, gaps in learning and social and emotional support.

Our plan provides tailored support for our children to provide them with the tools to succeed within lessons and to build confidence with the goal of positive, resilient learning behaviours.

The gap in learning begins in the Early Years, therefore our focus begins in our Pre-school. We provide a stimulating learning Early Years environment with a wide range of activities, with particular focus upon oral language and communication skills. Relationships with our families are fostered to enable them to work with us in supporting their child through school. Early identification is vital and interventions to support development are a part of the Early Years provision.

Transition from EYFS to KS1 and from KS1 to KS2 is carefully established to enable all children a smooth transition that does not impact on their learning or confidence.

To enable maximum impact of funding the school regularly reviews and changes provision. This includes providing children with the funding to be part of our inclusive approach to wrap around care, the school day and external opportunities and activities.

Our key principles are to ensure that potential barriers to learning are identified early and that staff are working in partnership with parents, plan, deliver and evaluate the impact of intervention strategies. Staff prioritise the acquisition of communication and language skills to ensure positive emotional well-being and raise attainment across the curriculum.

Challenges

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

Challenge	Detail of challenge
1	<p>Children entering Pre-school and school with communication and language development below their chronological ages</p> <p>Disadvantaged children achieving GLD in Reception remains low.</p> <p>Children in Y1 & Y2 whose speaking & listening difficulties are having a negative impact on their progress and attainment.</p> <p>Assessments and observations indicate that both disadvantaged and non-disadvantaged children have gaps in their phonetical knowledge and understanding.</p> <p>This negatively impacted on their reading, assessments, observations and discussions with children indicate that attainment in Reading is low in KS1.</p>
2	<p>In KS1 children need support to develop learning behaviours, resilience, social skills and independence.</p> <p>Children entering Pre-school and YR with PSED below that of their chronological age. Children's development has suffered due to a lack of social learning and interaction.</p> <p>COVID19 Lockdown has long term impact on our disadvantaged children as some families did not engage as fully with the online learning, some families experienced difficulty and lacked in confidence to support learning.</p> <p>Children whose low self-esteem, low levels of emotional wellbeing and poor behaviour are having a negative impact on their progress and attainment.</p> <p>Our aim is to ensure that our disadvantaged children receive quality first teaching that challenges them to achieve their best and that the impact of COVID19 is reduced. Teacher referrals for support has markedly increased during and since the pandemic.</p>
3	<p>Attendance of Pupil premium children was 91.43%, compared to non-pupil premium of 94.90%.</p> <p>Persistent absentees 4 of 6 were Pupil Premium children.</p> <p>This impacts on children's learning, confidence and resilience within class.</p>
4	<p>Assessments, observations and discussions with children indicate both disadvantaged and non-disadvantaged children have underdeveloped writing skills and affected stamina for writing.</p>
5	<p>Assessments, observations and discussions indicate that attainment in Maths is low in KS2. Due to COVID impact, children experienced less practical Mathematics, access to resources, manipulation support and 1-1 immediate feedback.</p>

Intended Outcomes/Teaching priorities for the current academic year

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>1 Improved Phonics Assessment and screening tests attainment among disadvantaged children.</p> <p>Improved Reading attainment for disadvantaged children at the end of KS1.</p>	<p>KS1 Phonic Assessments outcomes in 2024/25 show that 100% of disadvantaged children meet the expected standard.</p> <p>The % of children achieving GLD is in line with National figures narrowing the gap impacted from COVID19 Lockdowns.</p> <p>All children make good progress and better from their starting points in Y1 and Y2 2021-22</p> <p>KS1 and KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged children meet the expected standard.</p>
<p>2 To achieve and sustain improved wellbeing for all children in our school, particularly for our disadvantaged children.</p>	<p>All children to make good progress from their individual starting points in Pre-school and in school.</p> <p>To ensure that children enter YR school-ready</p> <p>Children's social learning and interaction impacts positively on progress.</p> <p>Families report that they feel supported and confident to support their child's learning.</p> <p>TAF plans support families with needs and sign post them to Early help.</p> <p>All children have had access to extracurricular events and activities.</p>
<p>3 To track attendance and to aim to reduce Pupil Premium persistent absences.</p>	<p>Pupil Premium persistent absences are reduced in KS2 2022-23</p> <p>Attendance of Disadvantaged children is in line with Non Disadvantaged children and this has impacted on children's learning, confidence and resilience within class.</p>
<p>4 Improved Writing attainment and progress for disadvantaged children at the end of KS2.</p>	<p>KS1 and KS2 writing outcomes in 2024/25 show that more than 90% of disadvantaged children meet the expected standard.</p> <p>The % of children achieving GLD is in line with National figures.</p>
<p>5 Improved Maths attainment and progress for disadvantaged children at the end of KS2.</p>	<p>KS1 and KS2 Maths outcomes in 2024/25 show that more than 90% of disadvantaged children meet the expected standard.</p> <p>That the % of children achieving GLD is in line with National figures.</p>

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

Budgeted Cost: £ 7000.00

Activity	Evidence that supports this approach	Challenge number addressed
Effective feedback and marking using appropriate resources.	There is evidence associated with how feedback can be given to children to improve children's learning learning Feedback Marking https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,4,5
Purchase and staff training for DfE validated Phonics programme to secure stronger phonics teaching for all children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1
Enhancement of our Maths teaching in KS1 & KS2 in line with DfE and FFR guidance. Funding of teacher/subject lead release time to embed key elements of guidance in school and access maths Hub resources.	The DfE non-statutory guidance has been produced with the National Centre for Excellence on the Teaching of Mathematics (NCETM), drawing of evidence based approaches. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
To identify issues and lead monitoring to improve the standard of working across the school.	Ensure that children working at all levels are supported and challenged in Writing.	4
Improve the quality of SEL (Social and emotional learning)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	2

Targeted academic support

Budgeted cost: £39,500.00 (TA/teacher supported)

Activity	Evidence that supports this approach	Challenge number addressed
Embedding dialogue activities across the school to support children to articulate key ideas, consolidate understanding and extend vocabulary.	There is strong evidence that suggests that oral language interventions such as high-quality class discussion are inexpensive to implement with high impact on reading. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
NELI Nuffield Early Language Intervention, Time to Talk support in place across the pre-school and school		1, 2
Additional Phonics sessions targeted at disadvantaged children who have relatively low spoken language skills.	Targeted phonics interventions and approaches have a positive impact on children, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme 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: One to one tuition EEF educationendowmentfoundation.org.uk And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,4,5

Wider strategies

Budgeted cost: £ 5500.00

Activity	Evidence that supports this approach	Challenge number addressed
Embedding principles of good practise set out in the DfE's Improving School Attendance and Gloucestershire Inclusion Team advice.	The DfE guidance has been informed by schools who have had successful attendance. Improved attendance at Callowell has impacted on pupil progress informed by the DfE guidance and advice from Local Authority Inclusion team.	3
To provide positive behaviour and resilience support and role modelling through extracurricular activities. (Eg Judo)	There is a positive correlation between increased extra-curricular activities and improved academic performance as well as feelings of self-worth.	2
Financial support is provided to families to ensure that children have inclusive access. I.e: Wrap around care/School visits & Residential	Wrap around care provides a foundation for effective home school partnerships which have been proven to improve pupil wellbeing and outcomes.	2, 3

Total budgeted cost: £52,000.00

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on children in the 2021 and 2022 academic year.

Historical COVID impact:

Our assessment points primarily to COVID-19 impact which disrupted our children's learning and progress to varying degrees. School closure was most detrimental to our disadvantaged children and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions. Our children were not always able to engage with the on-line learning provided and 1-1, peer and group work with immediate feedback and responses was limited. This impacted on all areas of the curriculum.

Precision teaching - Learning walks and book looks show that the training is being used in class with children where impact of other interventions is low as recommended by the Advisory Teaching Service to support vulnerable children.

Quality First teaching training - This training clarified adaptation of teaching and provided further strategies to ensure the inclusion of all children in the learning experience within the classroom. PP children are specifically mentioned on Medium Term Plans and learning walks show teachers working with vulnerable groups ensuring they receive Quality 1st teaching.

Effective feedback and marking - Marking and feedback is part of the book looks and feedback to staff. Consistency has been reviewed through Pupil voice. Feedback has given next steps to teachers to improve the quality of response to marking and to provide extension opportunities. This is reinforcing misconceptions for PP pupils to reinforce learning. The impact of staff modelling presentation shows progress in KS2 especially.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged children was lower than in the previous years in key areas of the curriculum. The outcomes we had aimed to achieve were not fully realised.

Reduced numbers working below ARE, higher numbers at Just Below will be targeted for support to reach ARE.

1

NELI is an intervention aimed at YR. Children are identified through a Language screening tool. It is aimed at early language, introducing new vocabulary. The interventions are daily, 1-1 or group for 10 weeks. The teacher assessment of language development shows impact, improved listening skills, spoken language and sentence structure.

KS1 PP Phonic Assessments outcomes:

Across the whole school in Reading 23 pupils **59% at ARE**

In Reading 10 children are working at just below ARE 26%

3 children now at GD for Reading

Book looks identified challenge & independence as a next step.

PP children were identified as Reading Ambassadors for the school as part of a wider strategy. This supported children in developing communication whilst giving them a high profile and responsibility, leading Reading assemblies, promoting Reading, organising World Book Day.

2

Our assessments and observations indicate that pupil behaviour, well-being and mental health were significantly impacted from the lock-downs. We used pupil premium funding to provide well-being support for all children and targeted interventions where required.

Our school recording system shows that behaviour incidents have reduced.

TAF plans have supported 3 families. Early help has been accessed, extracurricular opportunities provided, referrals completed for medical support and advice.

Pastoral support and interventions show less incidents and incidents resulting in internal or external exclusions. Parents are saying that children are happier coming into school and we are holding less meetings, settling procedures.

Positive Playtimes has impacted on playground behaviour as children have a variety of tasks that develop large to fine motor skills, these activities offer opportunities to work quietly or as a team. The children enjoy the variation and lunchtime behaviour incidents are reducing.

Judo group of Y5 children and individual sessions to promote positive behaviour strategies, self-control and discipline.

Extracurricular activities are to broaden children's horizons. Take up of extracurricular activities is tracked, and all PP families have now participated.

Breakfast Club Provision supported children and families to attend each day on time.

School Milk is provided to all PP requested.

3

Attendance 2021/22 absence among disadvantaged was higher than their peers. Therefore, attendance remains a focus of our current plan.

Attendance of Pupil premium children was 91.43%, compared to non-pupil premium of 94.90%.

Persistent absentees 4 of 6 were Pupil Premium children.

1 child have since transferred to another school due to additional needs.

Attendance of 3 children has impacted on progress, TAF/Support plans are in place.

COVID attendance from T1 to T3 has impacted on progress of others.

Where Attendance remains a barrier further TAF and children's services help has been requested, support plans remain in place for 2 families. Upper KS2 teachers are introducing further incentives.

4

In July 2022 in Writing, 18 children are working at just below ARE 46% and 15 pupils are at ARE **39%**.

In December 21, 13 children were at ARE, 33% with 26 children, 67% working below ARE.

Although this is an improvement this remains a Pupil Premium strategy and SDP priority across the school.

KS1 writing areas have been developed to encourage independent writing and writing for pleasure. A whole school scheme was introduced in Spring 2022 to raise attainment and close the gap in writing. Our aim is to foster an excitement in writing and a structured, small steps approach to writing where children can confidently explain their next steps. We hope to engage hard to reach parents with the use of our online writing support on the school website. A successful home-school partnership will reduce barriers to learning.

Through "I'm A Clever Writer" we are careful to ensure that work is built upon progressively and children know their starting points.

5

In July 2022 in Maths, 9 children are working at just below ARE 23% and 23 pupils are at ARE **59%**. 4 children have now achieved GDS.

In December 21, 20 children were at ARE, 51% with 19 children, 49% working below ARE.

Attainment in Maths has not improved as much as expected this remains a Pupil Premium strategy and is now an SDP priority across the school.

The NCETM and interventions develops counting & number concepts. There has been an improvement in subitising/pattern skills and the language of Maths has improved. Arithmetic has also improved. Where children have been identified as working Just Below ARE additional support has been put in place. This includes movement of TAs to provide group support and 1-1, review of and reallocate interventions.

A Maths Boost club was in place for the Summer term to address PP Maths progress, this high profiled maths and the children enjoyed the tasks, games and approaches. This did impact on confidence within children identified.

Further information:

Evidence has been triangulated to assess the continued impact from COVID-19.

This was from assessments, book looks, learning walks, pupil interviews and conversations with parents and teachers.

The school has used the [EEF's implementation guidance](#) to help develop our strategy.