

## Callowell Primary School Pupil Premium Three-Year Strategy Statement – 2021-2024

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

### 3 year long-term pupil premium strategy

This is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated once per year.

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

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

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

We maximise the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improve readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Overview	Data
School Name	<b>Callowell Primary School</b>
Number of pupils on roll	<b>142 (Sept 2022)</b>
Proportion (%) of pupil premium eligible children	<b>25%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2021-2024</b>
Date this statement was published	<b>April 2022</b>
Date this statement will be reviewed	<b>September 2022</b>
Statement authorised by	<b>Linda Johnston</b>
Pupil Premium Lead	<b>Linda Johnston/Victoria Vaughan</b>
Governor	<b>Tracy Pritchard</b>

Detail	Amount
Pupil Premium funding allocation this academic year	<b>£59,180.00</b>
Recovery Pupil Premium funding allocation this academic year	<b>£ 0</b>
Pupil premium funding carried forward from previous year	<b>£ 3,190.00</b>
Total budget for this academic year	<b>£62,370.00</b>

**Overview of school context 2022-2023**

Characteristic	YR PP	YR non-PP	Y1 PP	Y1 non-PP	Y2 PP	Y2 non-PP	Y3 PP	Y3 non-PP	Y4 PP	Y4 non-PP	Y5 PP	Y5 non-PP	Y6 PP	Y6 non-PP
Year group	1 (6%)	16(94%)	5 ( 31%)	11(69%)	8 (42%)	11(58%)	4 (18%)	18(82%)	4 (28%)	10(72%)	7 (28%)	18(72%)	6 (21%)	22(79%)
Boys	1(100%)	8 (50%)	5(100%)	6 (54 %)	4 (50%)	7 (64%)	1 (25%)	11(61%)	2 (50%)	5 (50%)	5 (71%)	9 (50%)	2 (33%)	13(59%)
Girls	0	8 (50%)	0	5 (46%)	4 (50%)	4 (36%)	3 (75%)	7 (39%)	2 (50%)	5 (50%)	2 (29%)	9 (50%)	4 (66%)	9 (41%)
SEN support	0	1 (16%)	2 (33%)	3 (30%)	1 (13%)	2 (22%)	1 (25%)	3 (17%)	0	2 (20%)	2 (28%)	0	1 (17%)	0
EHC Plan	0	0	0	0	0	0	0	0	1 (25%)	0	0	1 (5%)	1 (17%)	2 ( 9%)
EAL	0	1 (16%)	1 (6%)	0	0	0	0	1 (5%)	0	1 (10%)	0	0	0	3 (14%)

## Disadvantaged pupil performance overview for last academic year

EYFS 2021-2022												
	All pupils		Eligible for PP		Not eligible for PP		National Average			PP from previous 3 years		
										2020-21	2019-20	2018-19
<b>Good level of Development GLD</b>	50%		1/3 33%		7/13 54%					2/5 40%		3/3 100%
<b>Reading EYFSP</b>	10/16 63%		1/3 33%		9/13 69%					2/5 40%		
<b>Writing EYFSP</b>	10/16 63%		1/3 33%		9/13 69%					2/5 40%		
<b>Maths EYFSP</b>	13/16 81%		2/3 67%		9/13 69%					4/5 80%		
Year 1 Phonics Screening Check 2021-2022												
	All pupils		Eligible for PP		Not eligible for PP		National Average			PP from previous 3 years		
										2020-21	2019-20	2018-19
	16/22 73%		5/6 83%		10/16 45%					Y2 2/5 40%		2/4 50%
End of KS1 SATs 2021-2022												
	All pupils		Eligible for PP		Not eligible for PP		National Average			PP 2018-19 (2019-2021 not taken)		
										All pupils	Eligible for PP	Not eligible for PP
<b>% achieving expected standard or above in Reading, Writing &amp; Maths</b>												
<b>% achieving expected standard or above in Reading</b>	14/22 64%		1/4 25%		13/18 72%					24/30 80%	4/5 80%	20/25 80%
<b>% achieving expected standard or above in Writing</b>	13/22 59%		1/4 25%		12/18 67%					12/30 40%	1/5 20%	11/25 44%
<b>% achieving expected standard or above in Maths</b>	16/22 73%		1/4 25%		15/18 83%					15/30 50%	1/5 20%	14/25 56%
End of KS2 SATs 2021-2022												
	All pupils		Eligible for PP		Not eligible for PP		National Average			PP 2018-19 (2019-2021 not taken)		
										All pupils	Eligible for PP	Not eligible for PP
<b>% achieving expected standard or above in Reading, Writing &amp; Maths</b>												
<b>% achieving expected standard or above in Reading</b>	18/26 69%		6/11 55%		12/15 80%					22/26 85%	4/7 57%	18/19 95%
<b>% achieving expected standard or above in Writing</b>	14/26 54%		7/11 64%		9/15 60%					20/26 77%	4/7 57%	16/19 84%
<b>% achieving expected standard or above in Maths</b>	14/26 54%		4/11 36%		10/15 96%					25/26 96%	6/7 86%	19/19 100%
Attendance 2021-2022												
<i>TBC with IDSR Oct 2022</i>	All pupils		Eligible for PP		Not eligible for PP		National Average			PP from previous 3 years		
										2020-21	2019-20	2018-19
<b>Overall absence</b>	5.9%		8.5%		5.1%							6.4%
<b>Unauthorised absence</b>	1.2%		1.8%		0.96%							
<b>Persistent absentees</b>	17.3%		50%		50%		19.5%					15.8%

## Part A: Pupil Premium Strategy Plan

### Statement of Intent and Priorities:

#### Part A: Pupil premium strategy plan Statement of intent and priorities:

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. Setting priorities is key to maximising the use of the PPG.

Callowell Primary School priorities are as follows:

- Ensuring all teachers teach at a high standard in every class and aspire to be outstanding practitioners.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Ensuring that the PPG reaches the pupils who need it most.

#### Our implementation process:

At Callowell, we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. We will:

#### Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

#### Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

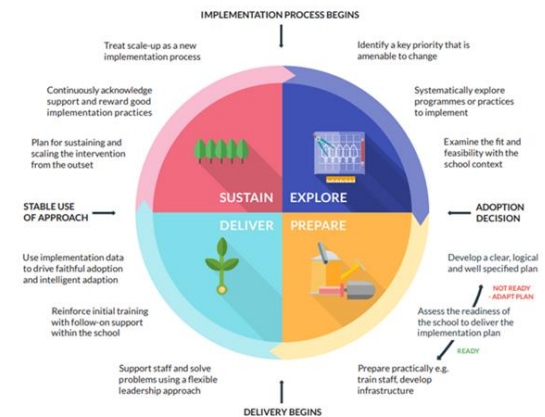
#### Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation

#### PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION



##### Implementation process diagram



This resource supports the [Putting Evidence to Work: A School's Guide to Implementation](#) guidance report.

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## Barriers to Attainment and Challenges

Academic barriers to attainment	Non-academic barriers to attainment
Some PP may not be working at an age related level and have conceptual gaps or misconceptions (reading, writing, maths).	Some of these children have high anxiety levels and Special Needs as a result of their backgrounds, starts to life or experiences. Many have differing levels of attachment disorder and emotional intelligence and a variety of teaching styles and approached are needed to help them feel safe and in control.
In some cases, learning skills may need developing – concentration and focus skills, attitude to learning, attachment disorder, associated needs, organisation, commitment and resilience	Multiple needs for some PP children such as financial support for trips, school uniform and clubs.
Early language and reading skills, speech and language skills, phonics, writing for all including previous	Social and emotional needs for some children and their families
Insecure outcomes (due to lack of modelling and support during online learning) in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences	
Although not seen as a barrier in 2022-23 it is recognised that there remain gaps in children's learning due to COVID impact. In some cases, children did not access online teaching and learning. Limited access to online learning during COVID of children in receipt of Pupil Premium funding impacted on overall attainment.	

## Intended Outcomes

<b>Intervention</b>	Improving teaching and learning for all pupils means that attainment and progress for all is improved		
<b>Category</b>	Quality of teaching		
<b>Intended Outcomes:</b>	<p>Facilitate CPD opportunities for all staff. Embed and monitor impact of marking policy and its consistency. To re-develop use of TAs after SENCo team meetings (every 6 weeks) to improve outcomes for pupils using pre-teach, post-teach and gap closing techniques and teaching. Monitor and evaluate the impact and consistency of phonics from EYFS to Year 2. To develop a high quality curriculum- within each subject - which is consistent throughout the school. National Tutoring Programme.</p> <p>To address any gaps in phonetical knowledge throughout the key stages to support children's writing, spelling and reading. Monitor the impact of "no-nonsense spelling".</p>	<b>Success Criteria:</b>	<p>Staff become more aware of T&amp;L practice and improve aspects of T&amp;L opportunities for pupils. T&amp;L continually improves and links to current research. Marking impact on learning and raise standards, not teacher workload. All children are supported and given effective interventions to prevent gaps in their learning. Regular meetings are held to discuss the impact. TAs to monitor and record closing of gaps. Y1 teacher supports learning of phonics from EYFS to Year 2 and all children make at least expected progress. CPD for all subject leaders and support given and shared with subject cluster groups. High quality teaching for all children. National Tutoring programme has enabled PP children to achieve greater than National Average.</p> <p>Children's work will show progression and develop their resilience to 'have a go'. Independent thinking and approaches create opportunities for all to achieve.</p>

	<p>To continue to develop writing across the school through genre progression and modelling.</p> <p>To further develop effective provision in Mathematics to support PP children to achieve ARE and above.</p>		<p>Reading and Writing standards improve for all groups and PP children achieve similar to non-PP children. Greater depth opportunities in writing is evident in books. Staff have raised confidence in developing pupils' greater learning.</p> <p>Children achieving above National Average with times tables assessments in year 4.</p>
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2021-2022 – Implementation				
Challenges	Teaching	Targeted academic support	Wider strategies	Intended Outcome
1 <b>Communication &amp; language</b>	Role modelling language Activities to promote confidence with vocab & language	Embedded dialogue activities NELI interventions Additional Phonics	Virtual/parent meetings support for parents to support their child at home. KS2 children given opportunities to story tell/read with children.	GLD above 63% Children receiving early identified virtual & on-site support
2 <b>KS1</b>	Precision teaching & Quality First training NCETM development of maths teaching across KS1. Basic skills, phonic/spelling confidence and stamina for writing developed across KS1.	Additional Phonics support through NTP and interventions.	Virtual/parent meetings support for parents to support their child at home. KS2 children given opportunities to story tell/read with children.	Good progress from starting points Phonics in line with NA% Y2 attainment in line with NA% Low self-esteem, emotional wellbeing and behaviour improved.
3 <b>Attendance</b>	Teachers to be proactive in supporting the importance and impact of attendance.	Booster/after school clubs and online learning provided for school missed. Personalised class/group/individual incentives negotiated with children and parents.	Embed principles of good attendance – support families with bespoke plans Regular updates/parent info	PP Persistent absences reduced
4 <b>COVID impact</b>	Social & Emotion (SEL) learning embedded within the curriculum. Adapted regularly for the need of the class/group/individual.	Social & Emotional interventions/activities through Time to Talk Lego Therapy	Positive & resilience support (ie Judo) Financial support to children & families (Wrap around care/visits/residential) Extra-curricular clubs provided for all age groups with a focus on outdoor activities.	Behaviour for learning impacts on progress & learning TAF plans effectively supporting families All children have access to extracurricular events and activities

2022-2023					
	Challenges	Teaching	Targeted academic support	Wider strategies	Intended Outcome
1	<b>Communication &amp; language on entry Pre-sch &amp; YR</b>	Role modelling language, storytelling, songs and poems. Activities to promote confidence with vocab & language	Embedded dialogue activities NELI interventions Additional Phonics	Workshops to support parents with the development of speech & Language KS1/2 children story tell/sing/read to Pre-sch 2-4 & YR	GLD at or above NA% Identified support provide face to face Parents confident to support child
2	<b>KS1 &amp; KS2</b>	The introduction of "I'm a Clever Writer" across the school, to encourage independent writing and writing for pleasure.	Targeted interventions and group TA support.	Workshops and online writing support for parents on identified for needs within Maths/Writing/Reading	Progress shows higher % at ARE or above A successful home-school partnership reduces barriers to learning.
3	<b>Attendance</b>	To review and continue to prioritise the importance of regular attendance across the school. With a priority focus in EYFS. Reaching out to new parents and families,		Involvement of LA inclusion for outstanding cases of concern and staff training.	PP and non PP absences reduced with persistent absences targeted for improvement and families supported.
4	<b>Family support</b>	Staff training in supporting children and families with emotional and learning needs to enable children to make better progress in their learning.	Resources available for anger management, sadness, anxiety and communication.  Emotional needs of children supported to enable them to make better progress with their learning.	To develop a policy and practise to support mental health and well being in children and adults.	Staff understanding increased. TAF plans reduced, support face to face no longer virtual from Agencies. School keeps up to date with local services to support children and families, Positive playtimes has impacted on emotional well being of children in the playground.
2023-24					
	Challenges	Teaching	Targeted academic support	Wider strategies	Intended Outcome
1	<b>Communication &amp; language on entry EYFS</b>	Role modelling language Activities to promote confidence with vocab & language	Embedded dialogue activities NELI interventions Additional Phonics	Workshops to support new parents with the development of speech & Language KS1/2 children story tell/sing/read to Pre-school.	GLD at or above NA% Children transition into YR with expected S&L development and confidence.
2	Our targets and implementation for year 3 will be in response to: <ul style="list-style-type: none"> <li>reviews and impact of previous target areas</li> <li>Allocation of PP funding and PP children numbers</li> </ul>				