

Callowell Primary Pupil Premium Strategy Statement July 2023

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	July 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 drivers 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. ie: 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.

Impact: July 2023

Phonic Assessment outcomes:

Y1 **Phonics pass rate** 0/2 passed. 1 SEND/EAL achieved 25/40 (pass mark 32), 1 attendance due to extenuated circumstances.

Y2 **Phonics pass rate** 2/3 pp children passed , 100% non SEND passed retake.

KS1 Reading SATs 5 of 8 children, 62.5% 71% Non SEND

KS2 Reading SATs 1 of 6 children 17%,

KS1 Maths SATs at ARE 6 of 8 children 75%, 100% Non SEND

KS2 Maths SATs at ARE 4 of 6 children 66.6%,

Maths July Teacher Assessments:

YR 50% 2 children

Y1 0 2 children

Y2 77.7% (non SEND 87.5%) 9 children

Y3 16.6% (non SEND 25%) 6 children

Y4 100% 3 children

Y5 85.7% (non SEND 100%) 7 children

Y6 66.6% (non SEND 80%) 6 children

KS1 Writing SATs 2 of 8 33% at ARE, 33% Non SEND

SPAG 4 of 8 children, 50%

KS2 Writing SATs 4 of 6 66.6% at ARE,

SPAG

Writing July Teacher Assessments:

YR 50%

Y1 0

Y2 33.3% (non SEND 37.5%)

Y3 0

Y4 100%

Y5 42.8% (non SEND 60%)

Y6 50% (non SEND 60%)

Impact: July 2023

Curriculum: Mind Up

Support given: Language for behaviour and emotions

Pupil outcomes:

No specific behaviour concerns or issues with children with the exception of 2 children.

1 child had specific support plans linked to My Plan and support plan with phased playtimes/lunchtimes. Inclusion Team support requested as suspensions have increased to 14.5 days since arrival. This child did attend the Residential with no issues.

1 child was on a CP & CIN plan and moved to no support from Social Services.

1 child had specific emotional & social support including external agencies, TIC, Barnardos and early Help. Additional transition meetings and meetings with parent. Time to talk regular opportunities in class and friendship group support. Positive feedback from mum in final conversation.

Impact: July 2023

Communication, Speech & Language

YR Data

C+L is split into two compartments:

Speaking- achieved on EYFSP both children achieved

Listening, Attention and understanding- achieved on EYFSP 1 child achieved.

1 child achieved all areas in YR at expected.

Impact: July 2023

See Phonic Assessment outcomes

Y1 **Phonics pass rate** 0/2 passed. 1 SEND/EAL achieved 25/40 (pass mark 32), 1 attendance due to extenuated circumstances.

Y2 **Phonics pass rate** 2/3 pp children passed , 100% non SEND passed retake.

Impact: July 2023

Volunteer impact due to OFSTED KS1 Reading SATs 5 of 8 children, 62.5% (2/8 of SEND)

Impact: July 2023

Attendance outcomes: 94.32%

Persistent absences of pupil premium children reduced from September to 2 children, 6.9%

Unauthorised absences 1.32%

Impact: July 2023

Wrap around care was provided to families in need of support for CIN/CP core meetings. This enabled single parents to attend at the end of school to support their working hours.

Residential 4 of 5 Y6 attended, 7 of 7 in Y5. All children had the opportunity to experience a variety of activities. 6 families received 50% financial support, 1 family 100% support.

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.