

Pupil premium strategy statement – Unsworth 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	211
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	Dec 2021-Dec 24 Reviewed and published annually
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Grundy
Pupil premium lead	Laura Baker
Trustee lead	Janet Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,782
Recovery premium funding allocation this academic year	£7, 855
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£46,637

Part A: Pupil premium strategy plan

Statement of intent

As a highly inclusive school our intention at Unsworth Primary is that all pupils irrespective of their background or the challenges they face are able to learn, develop and achieve. We have high aspirations for all of our pupils and through the use of our pupil premium and recovery funding, we aim to enable pupils to make good progress, support their social and emotional learning skills and provide opportunities to experience additional enrichment activities.

The consistent development of high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as maths, phonics and social, emotional learning.

Instructional coaching and the Oak CLEAR Framework will be used to maximise expertise and enhance high quality teaching across the school to support our most vulnerable pupils. The continuous professional development of our staff will focus on scaffolding, questioning and metacognition to enable as many students as possible to reach the same objectives.

Use of the recovery premium will be used to support pupils in year 4 and year 6 where significant educational gaps have been identified to bring pupils in line with their peers and national benchmarks for success.

Use of high quality phonics teaching from an accredited phonics scheme and 1:1 reading support will ensure that pupils have the basic skills to develop their reading and understanding across the curriculum.

Ensuring good attendance through a targeted whole school approach is crucial to ensure our children access their full curriculum offer consistently. This is proven to have a big impact on closing the attainment gap.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	32% of pupils eligible for pupil premium across school also have SEND, which can impact on their ability to be able to achieve age related expectation.
2	Assessments, observations and discussions with teachers and pupils indicate that disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts on their development as readers as they progress through the school, which has been further impacted by the pandemic.
3	Assessment data showed that progress in Maths across the school was below National average and trended below writing and reading in most year groups. Summer 2023 data results showed Maths 72% compared to 73% national
4	Our teacher assessments indicate that 66% of disadvantaged pupils in the current Y6 cohort are not on track to achieve age related expectations (ARE) in reading, writing or maths (RWM) 50% of these pupils also have SEND.
5	Current Yr4 have a significantly high SEN and disadvantaged cohort and continue to track below expected expectations.
6	Teacher referrals across school for support have increased, with two thirds of disadvantaged pupils currently accessing Therapeutic Inclusion programmes of support from the school-based Parent Support Advisor as part of the school's approach to early intervention.
7	Across school pupils eligible for pupil premium have lower attendance rates than other pupils at the school during the academic year.
8	Some pupils eligible for pupil premium do not receive any support from home with their homework. This impacts on their ability to reinforce learning and regularly revisit knowledge.
9	Language skills and vocabulary amongst children is a cause for concern due to intake from a variety of different nursery settings and a national shift in communication skills in this age range.
10	The families of some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition etc and they do not experience a wide range of enrichment experiences outside of school.

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
Pupils with SEND make predicted progress in R/W/M by end of year. All eligible pupils will have an individualised programme of support which will be monitored on the school's SEND provision map.	Provision Map outcomes will highlight the progress made by individuals.
Phonics and reading results have improved since the introduction of Supersonic phonics but some pupils are still not achieving expected.	All non SEND pupils to achieve the phonics screening check in year 1.
Pupils attainment across school in maths will be in line with their achievements in reading and writing. All attainment targets at the end of KS2 will exceed national ARE figures.	All staff to be familiar with the new maths progression document and attend whole school CPD on calculation methods and the effective use of the calculation policy.
The pupils across the school who are not at ARE and who do not have SEND will achieve age expectation by the end of KS2 or may be placed on the code of practice as they move across KS1 and into KS2. All will receive small group tuition and some, one to one tuition where appropriate.	Individual targets for each pupil as contained in pupil progress meeting records are achieved following targeted 1-1 or group intervention.
Reduction in anxiety for some pupils and a reduction in areas of need identified from SDQ's. One to one mentoring or therapeutic interventions will be provided to affected pupil's.	Improved outcomes for pupils needing therapeutic support, PEPs in place for post adoption/LAC pupils and visible impact evident in pupils learning behaviours.
Attendance gap between pupils eligible for pupil premium and other pupils has closed by the end of year.	The gap has closed and no disadvantaged pupils are deemed as persistent absentees.
Eligible pupils attend weekly homework club/complete homework tasks with support from an adult???	Attendance register shows all sessions attended and pre-learning tasks completed.
Reception pupils will be on track with language development as they move into KS1.	Wellcomm assessments and interventions to take place termly to support and identify pupils.
Eligible pupils experience a wide range of enrichment activities.	Pupils experience a residential holiday and school trips linked to their learning. Some pupils learn a musical instrument.

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: **£23,767**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD focused on pedagogy/ Teaching framework and CLEAR model.	Individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2, 3
Provide teachers and teaching assistants with CPD to ensure there is a consistent whole school approach. Embed essential CPD in induction programme for new staff.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4, 5
Purchase of standardised assessments from GL assessments in Reading and Maths. Training for staff to ensure assessments are interpreted correctly and effective intervention is put in place (see targeted academic support).	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, 4 & 5
Embedding language and communication based approaches and activities across the school curriculum starting from Reception upwards. Elklan and Wellcomm will be used to support pupils to articulate key ideas, consolidate	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 and progress across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	9

understanding and extend vocabulary.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£31, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO and teaching assistants to provide targeted interventions to identified pupils. In addition staff will be supported with their own teaching strategies and approaches for these pupils.	Quality first teaching impacts directly on pupil attainment and by upskilling teaching assistants and teachers, pupils can benefit from high quality targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2, 3, 4, 5
Additional phonics and 1:1 reading sessions targeted at disadvantaged pupils who require further support. This will be delivered by both teachers and teaching assistants as additional sessions at least three times weekly.	Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Engaging with the National Tutoring Programme to provide a blend of tuition 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. In Y6 there aredisadvantaged pupils targeted for reading and maths.	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5
Teaching assistants will provide additional daily and weekly targeted 1-1 and group tuition to identified disadvantaged pupils in Y4 and Yr6 in maths and English.	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 or as part of a small group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Headteacher, school based EWO and PSA will meet monthly to review attendance data and work with families to implement actions identified during the review and provide support.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	7
<p>Provide funding for pupils to go on visits linked to learning i.e. places of worship, museums, art galleries and the school residential.</p>	<p>In school we have seen the benefit to our pupils Personal, Social and Emotional Development by providing trips, visits, experiences and immersion into their learning.</p> <p>This development of a pupil's self-esteem and cultural capital strengthens their ability to develop a love of learning and ultimately form positive attitudes towards their education.</p>	10
<p>Provide therapeutic Inclusion as targeted support from the school-based PSA as part of the school based approach to early help. The PSA supports parents through the early help approach to involve parents in their children's learning and also support families in crisis.</p>	<p>Individual or small group instruction around aspects of SEL can be an effective method to impact on attainment. The school has developed "The Snug" as its own Therapeutic Inclusion room to provide play therapy, CBT and 1-1/group emotional literacy/friendship intervention</p>	6, 8
<p>MHST Support for pupils who are struggling with mental health and well-being.</p>	<p>Preparing children for their learning and supporting their emotional needs will ensure they are ready to learn and can show resilience to challenge and new tasks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6

Total budgeted cost: £46,637

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. This has been used to evaluate the individual intended outcomes below:

- 1. Pupils with SEND make predicted progress in R/W/M by end of year. All eligible pupils will have an individualised programme of support which will be monitored on the school's SEND provision map.**

All pupils on the SEND register have a learning plan in place to ensure that they have individual targets and support to reach their potential. Extra tutoring support was also provided through the spring and summer term to help increase attainment in year 3 as there were a high number of pupils with SEND and from a disadvantaged background.

- 2. Individualised programmes of support for phonics, language development and reading fluency for pupils have been put together and staff will have undertaken CPD in order to deliver a consistent whole school approach.**

Consistency in our new phonics approach and planned interventions to allow for a pre-teach for identified pupils has had an impact on the accuracy of word reading, particularly for disadvantaged pupils. Our phonics scores increased to 84% compared to the national target of 79%

- 3. Pupils attainment across school in maths will be in line with their achievements in reading and writing. All attainment targets at the end of KS2 will exceed national ARE figures.**

Metrics	2023 outcomes % school	2022 outcomes % national
KS2 RWM ARE disadvantaged	66%	43%
KS2 RWM GD disadvantaged	0%	3%
KS2 Below expected	37%	

The year 6 cohort in 2022/23 had a high percentage of pupil's eligible for pupil premium. They had support throughout the year through tutoring and attained above average in their KS2 outcomes.

- 4. The pupils across the school who are not at ARE and who do not have SEND will achieve age expectation by the end of KS2 or may be placed on the code**

of practice as they move across KS1 and into KS2. All will receive small group tuition and some, one to one tuition where appropriate.

Purchase of standardised diagnostic assessments from GL assessments in Reading and Maths has ensured that teachers can clearly identify gaps within learning and help to plan the next steps for learning and identify pupils for intervention. Tutoring was also used to support pupils to receive age related expectations.

5. Reduction in anxiety for some pupils and a reduction in areas of need identified from SDQ's. One to one mentoring or therapeutic interventions will be provided to affected pupil's.

All pupils eligible for pupil premium have access to the therapeutic inclusion space when needed and as well as our weekly mental health worker.

6. Attendance gap between pupils eligible for pupil premium and other pupils has closed by the end of year.

The attendance gap of pupils eligible for pupil premium was monitored half termly by SLT and pastoral support.

- Pupil premium attendance was 93% compared to 96% for non-disadvantaged pupils

7. Eligible pupils attend weekly homework club/complete homework tasks with support from an adult.

Homework club was accessed by 6 pupil premium children throughout the autumn and spring term to support with attainment and ensure they had the opportunity to complete homework with support.

8. Reception pupils will be on track with language development as they move into KS1.

Investing in supporting the language development of our pupils through Wellcomm, Attention Autism and Elklan ensured early intervention and support particularly for vulnerable pupils in reception or with speech and language delay.

9. Eligible pupils experience a wide range of enrichment activities.

Wider opportunities for disadvantaged pupils gave the year six pupils the chance to attend the 3 day residential trip and experience a range of activities with their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Supersonic Phonics	Supersonic Phonic Friends
Speech and language support 5-11s	Elklan
Wellcomm	GL Assessment

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Two service children were on roll last academic year and benefitted from pupil premium funding to attend homework club and extracurricular activities.
The impact of that spending on service pupil premium eligible pupils
Both pupils are currently working at ARE and have had access to a broad and rich offer, including school trip and music lessons.

Further information (optional)

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