

Pupil premium strategy statement

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	Calton Primary School
Number of pupils in school	555
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	24.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	Co Heads – Sarah Bunce and Jane Barker Doe
Pupil premium lead	Kirstie Norris – Assistant Head
Governor / Trustee lead	Julie Cresswell and Camila Cephas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175704
Recovery premium funding allocation this academic year	£19430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£27606
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£222,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupil premium pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that pupil premium pupils' attainment will be sustained and improved alongside progress for their peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-pupil premium pupils.

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	<p>Writing - From assessments and observations it has been identified that Pupil Premium children in school are achieving below that of their peers. They are finding the application of writing difficult – this is for a variety of reasons, application of phonics, limited vocabulary, finding the gathering of ideas difficult, hand eye coordination and pencil control, sustaining writing at length and applying SPAG age related principles.</p> <p>Current data (percent dictates children working at ARE):</p> <p>Y1 – 41%</p> <p>Y2 – 29%</p> <p>Y3 – 36%</p> <p>Y4 – 60%</p> <p>Y5 – 48%</p> <p>Y6 – 50%</p> <p>In KS1 boys are finding writing particularly challenging</p> <p>On entry to Reception class in the last 2 years</p> <p>Writing was 16% and then 38%</p>
2	<p>Maths – From assessments and observations it has been identified that Pupil Premium children in school are achieving below that of their peers. We use an Inter Rail system for mental recall of key skills and many Pupil Premium children are working below the age related aspect within this. Learning walks and observations have shown that many Pupil Premium children require support to access reasoning problems and although scores on arithmetic papers have improved for pupils reasoning answers still remain a priority.</p> <p>Current data (percent dictates children working at ARE):</p> <p>Y1 – 33%</p> <p>Y2 – 47%</p> <p>Y3 – 36%</p> <p>Y4 – 80%</p> <p>Y5 – 44%</p> <p>Y6 – 50%</p> <p>On entry to Reception class in the last 2 years</p> <p>Number was 25% and then 17%</p>
3	<p>Vocabulary - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary</p>

	<p>gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last 2 years</p> <p>Speaking was 25% and then 50%</p>
4	<p>Attendance –</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 92.88%, which is 2.34 lower than for non-disadvantaged pupils (95.22%).</p> <p>18% of disadvantaged pupils have been 'persistently absent' compared to 7.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Social and Emotional challenges</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect pupil premium pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 115 pupils (57 of whom are pupil premium) required additional support with social and emotional needs, with many children receiving small group interventions. This need continues in to this academic year.</p>
6	<p>Gaps which have emerged from lockdown</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. It was particularly noted that many of our Pupil Premium children struggled to engage in writing activities. Many parents reported being unable to support their child with the Math curriculum.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing application</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
Improved writing attainment for Pupil Premium pupils at the end of KS1 and KS2.	<p>KS1 writing outcomes in 2024/25 show that more than 70% of Pupil Premium pupils met the expected standard.</p> <p>KS2 writing outcomes in 2024/25 show that more than 78% of Pupil Premium pupils met the expected standard.</p>
Improved maths attainment for Pupil Premium pupils at the end of KS1 and KS2.	<p>KS1 maths outcomes in 2024/25 show that more than 76% of Pupil Premium pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show that more than 79% of Pupil Premium pupils met the expected standard.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our Pupil Premium pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than that for non-pupil premium children nationally the percentage of all pupils who are persistently absent being in line with that for non – pupil premium children nationally
To achieve and sustain improved wellbeing for all pupils in our school, particularly our Pupil Premium pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among Pupil Premium pupils
To provide tuition for Pupil Premium children which focuses on gaps which have emerged during lockdown periods	Gaps will be identified using our tracking system Insight and our Inter Rail pathway and teaching will help to close these.

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: £1,500 for SL release from the Pupil Premium Budget – the funding for below will be taken from the subject/curriculum allocations

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing	<p><i>The rationale for focusing on high quality teaching for Writing and Maths is rooted in the knowledge from a variety of sources that outstanding teaching will help every child to achieve to their full potential.</i></p> <p>Continue to embed the RWI programme – development days to be attended by SL to support with planning and delivery.</p> <p><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF)</i></p> <p>Spelling tests routinely carried out to diagnostically assess pupils gaps – target card used to address these gaps.</p> <p>This is to begin working towards more individualised instruction as research shows this can be very effective.</p> <p>Focus on home learning practice for spellings</p> <p><i>Homework has a positive impact on progress - EEF</i></p> <p>Focus on the consistency of SPAG teaching</p> <p>Year group expectations are clear for writing</p> <p>Opportunities to write in subjects engage boys more</p> <p>Coaching sessions for teachers to support writing provision in classrooms</p>	1, 6

	<p>Writing exemplifications to be available to teachers – accompanied by writing moderation</p> <p>Letter formation focus in EYFS</p> <p>Continued work with Playgroup</p>	
Maths	<p><i>The rationale for focusing on high quality teaching for Writing and Maths is rooted in the knowledge from a variety of sources that outstanding teaching will help every child to achieve to their full potential.</i></p> <p>Diagnostic tests purchased so that gaps can be addressed</p> <p>A specific focus on recommendation 3 in the KS2 KS3 Maths guidance https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>Each lesson has a small objective</p> <p>Each lesson gives all children a chance to go deeper</p> <p>Particular focus on Statistics, Geometry and measurement as identified through diagnostic testing as a weakness.</p> <p>Developing bar modeling across the school so that children are better equipped to answer problems.</p> <p>EYFS staff to understand new curriculum.</p> <p>Year 1 staff to understand the changes in preparation for new cohort arrival.</p> <p>Inter Rail to reflect new curriculum in both Year R and Year 1.</p> <p>Continued work with Playgroup</p>	2, 6
Vocabulary	<p>Stand-alone vocabulary lessons in Key Stage 2.</p> <p>Vocabulary to be embedded in lessons across the curriculum.</p> <p>Topic words displayed in class and on topic overviews.</p> <p>Continued work with Playgroup</p>	3,6

metacognition	<p>Learn together with a partner school and explore how this can be adapted and used within the setting. Train staff on the principles of metacognition and plan how this can be utilised within teaching practice.</p> <p><i>The EEF state that 7+ months progress can be achieved through metacognition approaches</i></p>	1,2,3
Emotional	<p>Introduce the Colour Monster Scheme</p> <p>Introduce the Jigsaw Scheme</p> <p>Relational policy introduced and rules established</p> <p>Staff training about children's executive function and how to develop this through planning</p> <p>Children use Zones of Regulation</p> <p>RP implemented</p> <p>Children taught to recognise their feeling and how to express them and move forward from them</p> <p><i>EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year.</i></p>	5

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

Budgeted cost: £ 193,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring sessions with the NTP	<p>15 hour sessions on Maths or Writing dependent on individual need</p> <p>This programme has been developed and supported by the DFE</p>	1,2
Teaching Assistant small	The EEF defines the use of teaching assistants, particularly as small group interventions as beneficial	1,2

group work		
Tutoring sessions with in house staff	<p>Tutoring will be targeted to Writing or Maths dependent on individual need and drawing on the two priority areas for development.</p> <p>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)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Some sessions will be carried out after school for the older children <i>The EEF states that programmes which extend school time are positive on average but the school needs to be mindful of teacher workload – that is why we are working with an external provider.</i></p>	1,2
Neli Programme	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	3
A range of pastoral interventions	<p>Groups so far this academic year are: Friendship, Wise choices, Yoga, Social skills, Pyramid club, Hope to Grow, Winston's wish gardening support group</p> <p>Throughout the year the following may also feature as needs are assessed:</p> <p>Anger management, ELSA programs, Positive behaviour groups, 1-1, mentoring, Bereavement support, Fizzy, Sand tray and Lego</p>	5

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

Budgeted cost: £ 14,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer will continue Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Children cannot access the full curriculum if they are not attending regularly	4
Trips and Residential funded	The DfE states that 'Extra-curricular activities boost young people's confidence to interact socially with others ; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.	1,2,3,4,5,6
Educational Psychology sessions	In order to provide high quality, first class teaching we need to gain the best understanding of children's needs	1,2,3,5
On site counsellor	To support with social and emotional needs.	5

Total budgeted cost: £ 207,634

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.

Last academic year there was RWI training for staff on how to deliver this effectively. Interventions set up. Purchase of online option meant that children could continue learning through the portal videos.

One to one reading and Inter Rail Interventions took place and were also offered virtually. This helped Pupil Premium children to make faster progress through their individual targets.

Curriculum adaptations and opportunities for revisit and revise were addressed by subject leaders and transition records for foundation subjects improved

There was a focus on the 'deepen it' aspect of Maths and all lesson observations and work scrutiny showed that more time was being utilised for the delivery of this. A faster method for testing within Inter Rail was designed.

The Pastoral team worked with 115 children across the school with pastoral interventions. 57 were PP (49%). Interventions included: Anger management, ELSA programs, Social skills, Friendship groups, Positive behaviour groups, 1-1, mentoring, Bereavement support, Fizzy, Sand tray, Lego. The team also supported children with RP conversations around the school including helping to unpick incidents at Lunch and break time. Sometimes they would only support these children for a one off so these are not included in the figures. These figures are slightly less than previous years due to the lockdown and not doing face to face groups for 3 terms. The team did do some check in's on teams with some of the children.

Many Pupil Premium children benefitted from catch up tuition and the gaps were carefully assessed in order for the children to have specific teaching to these.

Online remote learning became more robust and a SIP advisor agreed with the success of this. Laptops were successfully sourced for many Pupil Premium children. Drop ins to online teaching sessions showed that the content was relevant and questioning and modelling was prevalent.

Pupil Premium Progress Attainment Over Time

	summer 16/17	Summer 17/18	Summer 18/19	Summer 19/20 Pupils were not in school for the summer period due to C19	Summer 20/21
Reading	51%	52%	59%	52%	56%
Writing	41%	44%	48%	43%	46%
Maths	47%	52%	59%	48%	49%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our Pupil Premium pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as Doodles and Microsoft Teams, Sway and adding voice over instruction to PPT's as well as videos.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to

COVID-19-related issues. The impact was particularly acute for Pupil Premium pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Doodle Maths and Doodle English	Doodle Learning
Reading	Oxford Owl
Rest Programme	Jigsaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
One to One tuition	On one to one reading and Inter Rail (Maths) interventions
What was the impact of that spending on service pupil premium eligible pupils?	Improved reading and mental maths skills

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- We will also commission a pupil premium review to get an external perspective.
- Use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on Pupil Premium pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.