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Pupil Premium strategy 2022 - 2025

Academic Year 2022 - 2023

REVIEWED
Published September 2023

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Mr Russ Boaler Chair of Governors

# Cale Green Primary Pupil Premium Strategy Statement Academic year 2022 - 2023 REVIEWED JULY 2023 This statement details our school’s use of Pupil Premium funding (and recovery premium for the 2022 to 2023 academic year) 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

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| **Detail** | **Data** |
|  School name | Cale Green Primary School |
| Pupils in school | 309 (330 including nursery) |
| Proportion of disadvantaged pupils | 30% 98/330 |
| Pupil premium allocation this academic year | £119,415 + £6,090 recovery premium |
| Academic year or years covered by statement | 2022 to 2024/25 |
| Publish date | September 2022  |
| Review date | July 2023  |
| Statement authorised by | Mrs Sarah McHugh (Headteacher)Mr Russ Bowler (Chair of Governors) |
| Pupil premium lead | Mrs Nicola Lewis  |
| Governor lead | Mr Russ Bowler,Lead for disadvantaged pupils  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £119,415 |
| Recovery premium funding allocation this academic year | £6,090 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £126,505 |

# Part A: Pupil Premium strategy plan

## Statement of intent

Cale Green Primary School is a truly comprehensive school and we celebrate our diverse, unique and inclusive community. Our key intention when making decisions about spending the Pupil Premium is to ensure that all pupils, irrespective of their background or the challenges they face, make at least good progress from their starting points, achieve high attainment across all subject areas, have the opportunity to expand and develop their cultural capital and have their aspirations raised. This includes ensuring progress for those who are already high attainers. The focus of our pupil premium strategy is to support disadvantaged pupils, and all pupils, to achieve these goals.

At Cale Green we recognise that there are many children in our school who face additional challenges or complex situations that result in barriers to their learning or ability to flourish as individuals. These may be linked to confidence, special education needs, behaviour difficulties, attendance, English as an additional language, poverty, communication skills or less support received from home. A significant number of children begin school with low attainment on entry. Our aim is also to ensure these children make accelerated progress in order to reach / exceed age-related expectations as they progress through the school. Our intention is that the Pupil Premium must work effectively to support eliminating barriers to learning. In achieving this, we will allow each pupil to make good academic progress to work within or above national year group expectations and to thrive as individuals.

At Cale Green we have adopted a whole-school, ‘Tiered Approach’ to prioritise the allocation of grant spending. High-quality teaching is at the heart of this approach alongside the delivery of timely and carefully planned interventions. We also ensure all children have access to wider educational and engagement opportunities. When developing our strategy, the school carefully aligns its approach to current research, knowledge of children’s current attainment and a depth of knowledge about the needs of children and families local school context. The approach is carefully aligned to whole school priorities as detailed in the ‘School Improvement Plan’ and Raising Achievement Plans’.

The Pupil Premium grant will be used specifically to support outstanding teaching, lesson delivery and intervention teaching in number, phonics, reading, English, maths and spelling and to ensure that all children have equal opportunities in school. The exact nature of interventions and opportunities funded by Pupil Premium has been and will be determined following rigorous data analysis in progress review meetings of each child’s progress and attainment undertaken by staff termly combined with a broad knowledge through the study of relevant research as to strategies that make the most impact. All interventions are chosen carefully to tackle underachievement, address barriers to learning, and support more able pupils with the ultimate aims of closing any gaps in attainment between groups of pupils / national performance in these areas and enriching the learning experiences of the children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

The pupil premium strategy is also integral to wider school plans for educational and emotional recovery, notably in its targeted support through the National Tutoring and Mentoring Programmes (which began during 2021) for pupils whose education has been worst affected during school closures, including non-disadvantaged pupils. This also includes addressing the learning and social barriers digital and financial poverty can and has created. Funding will be allocated to support individual pupils and their families further to provide them with enrichment or wellbeing opportunities and to reduce the stigma that can be attached to living in poverty that without additional intervention, they may not have accessed.

Each child within the school is seen as an individual with something unique and positive to offer. Our intention is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide **the best possible education for the children of Cale Green.**

**To ensure our approaches are effective we will:**

* ensure addressing disadvantage is a whole school priority and all stakeholders are committed to raising standards, closing gaps and addressing barriers to learning.
* ensure the progress these groups in school make is at the heart of school improvement.
* class teachers assess and report the performance of PPG pupils as a vulnerable group within their class to SLT during termly pupil progress meetings specifically.  The progress made by this cohort in school is linked to appraisal outcomes for all teaching staff.
* work flexibily in school recognising that all children are different and have different needs at different times; if we feel that a child would benefit from additional, personalised support, we will allocate pupil premium and support that child in a bespoke way.
* identify barriers to learning early for all pupils during progress meetings and ensure and support by class teachers is offered to groups and individuals.
* ensure provision for intervention addresses specific gaps in learning, is high-quality and delivered in small groups. Additional interventions are led by qualified teachers, graduate teachers and highly-skilled teaching assistants. They are designed to close gaps in learning and target individuals to accelerate progress across the school.
* allocate a senior leader to oversee progress made by the disadvantaged cohort in school and support the strategic planning of the allocation and impact of spending decisions when setting the overall strategy.
* allocate a named governor as having responsibility for overseeing Pupil reflecting further the school’s commitment to, accountability for and priority given to closing gaps and raising attainment and opportunities for disadvantaged pupils and their families.
* ensure regular reports on the progress of pupils supported by Pupil Premium are provided for the ‘Governing Body Teaching and Learning Committee’ to ensure the impact of strategies and approaches is known widely and robustly challenged.
* ensure spending is evaluated and reviewed regularly to ensure interventions are being implemented correctly and have high impact on closing any gaps in attainment between the disadvantaged and non-disadvantaged cohorts, both in school and when compared to all children nationally. The leadership team alongside the pupil premium lead and governors analyse attainment and progress of children in receipt of PPG to ensure that interventions remain effective.
* provide access to a broad range of additional and enriching activities to support all children and raise aspirations both within and beyond the school day i.e. providing daily access to a lunchtime homework / ICT access club – with experienced TA available to support pupils.
* ensure good attendance has a high priority in school. Children and their families are supported by a family support mentor and the school nurse to ensure children are in school and ready to learn.
* Ensure emotional, social and wellbeing support is offered by the school to all children and their families.
* ensure the Pupil Premium offer is transparent and accessible to all - **NO STONE IS LEFT UNTURNED** when supporting children to be the best learners and people they can be.

## Challenges - Strategy aims for disadvantaged pupils

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| Challenge number | Detail of challenge  |  |
| 1Oral Language skills, speech and language and closing the vocabulary gap | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps exist - particularly for younger children with EAL who may have had little or no English speaking at home during periods of school closures and reduced access to pre-school. This is evident from Reception through to KS2 and in general, is more prevalent among our disadvantaged pupils and those with English as an additional language (EAL) than their peers. Low levels of English language on entry to school continues to be a barrier for learning for a significant proportion of children. For significant numbers of children, low baseline in language and development and a vocabulary gap in speaking and listening and writing is evident for pupils across KS1 and KS2.Teacher referrals for support have markedly increased since 2021 for Speech and Language – especially in EYFS.43% % EAL EYFS 29/67 pupils 39 % EAL KS1 34/87 pupils |  |
| 2Phonics and early reading | **School Development Plan Priority 2**Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. 2022 data indicates there was a 16% gap between the disadvantaged and non-dis-advantaged cohorts when screened with a significant gap between disadvantaged boys.This negatively impacts their development as readers, spellers and writers as children progress through the school. Significant additional support is often needed to ensure children make accelerated progress to meet / exceed age-related expectations. Following a 3-year trend of being well - above national standards for the % of children passing phonics screening check in year 1, significant intervention is required to ensure children reach the standard required to pass the phonics screening check 2022-23 identified by a dip in performance 2021-22.2019 93.2% / 2022 72% pass overall. Pupil and parent voice inform us significant numbers of children do not have access to quality texts at home to support reading and developing a breadth and development / understanding of vocabulary. |  |
| 3GLD gap in Reception between disadvantaged and their peers | **School Development Plan priorities 1 and 2**47.8% of Reception children did not achieve the Good Level of Development when assessed July 2022 which was above the LA and National average (34.8%). 33% of the disadvantaged cohort achieved the GLS compared with 55% non-disadvantaged. Gaps are widest in the areas of language and literacy. A significant number of non-disadvantaged boys did not achieve the GLD when compared to non-disadvantaged girls (36.8% / 71.4%). Many children have multiple barriers to learning such as EAL, extended absence or low baseline due to lack of pre-school experiences and readiness for school. Teacher referrals for support have markedly increased during the pandemic in terms of SEN and speech and language on entry to school.  |  |
| 4To meet / exceed national levels at EXS standard and close gaps in attainment in Reading, writing and maths | **School Development Plan priorities 1, 2 and 3**Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to have gaps in learning following periods of school closures. These findings are mirrored at a national level. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations. In the EYFS, 47.8% of Reception did not achieve Good Level of Development when assessed Summer 2022 with over 1/3 boys not achieving the GLD. A significant proportion of children in the EYFS and KS1 have multiple barriers to learning such as EAL, Speech and language difficulties, extended absence or low baseline due to lack of pre-school experiences and readiness for school during school closures. At KS1 overall, attainment in reading, writing and maths are above national levels at both the expected standard and greater depth standard. Despite this, gaps in attainment exist between the disadvantaged and non-disadvantaged cohort in all three areas. This mirrors national trends.

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| --- | --- | --- | --- | --- | --- | --- |
| KS1 DataJuly 2022 | ReadingPP | ReadingNon-PP | WritingPP | Writing Non-PP | MathsPP | Maths Non-PP |
| % achieving EXS+ | 60% | 71.4% | 50% | 68.6% | 50% | 77.1% |
| % achieving GDS | 30% | 37.1% | 10% | 22.9% | 20% | 34.3% |

**School Development Plan priorities 1and 3**Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. At KS2, end of year data (July 2022) indicates that attainment was just below national levels in reading, at national levels in writing and significantly below national levels in maths. Observations, progress data and pupil progress meeting discussions suggest that the strategies employed by school to close gaps is having a positive impact when supporting disadvantaged (and all) children to make accelerated progress from low starting points. The challenge is to maintain this momentum for further impact. Despite a full, recovery and catch-up learning package including school-led tutoring, support from an Academic mentor and wellbeing support being in place during last academic year, some children continue to be adversely affected by Covid-19 in terms of the speed by which gaps in knowledge and skills are closing. Significant numbers of children of PP children (and all children) will continue to require catch-up programme in reading, writing and maths to enable them to achieve or exceed YGEs / national levels over the next three years.

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| CALE GREEN KS2 DataJuly 2022 | ReadingPP | ReadingNon-PP | WritingPP | Writing Non-PP | MathsPP | Maths Non-PP |
| % achieving EXS+ | 62.5% | 76% | 68.2% | 72% | 55.6% | 68% |
| % achieving GDS | 12.5% | 16% | 12.5% | 24% | 5.3% | 12% |

 |  |
| 5To meet / exceed national levels at GDS standard | **School Development Plan priorities 1 and 3**2022 data indicates that at the end of KS1, the % of pupils working at the GDS in reading, writing and maths is significantly above national. The challenge is to sustain this over the next three years and beyond. Data also shows there are gaps in attainment at the GDS standard in writing and maths between the disadvantaged and non-disadvantaged cohort.  |  |
| 6Children being Nursery, Reception and ‘Year 1 ready’ due to school closures and missed experiences 2020-21  | Our assessments, observations and discussions with pupils and families have identified social and emotional barriers to learning for many pupils. Notably, a lack of opportunity to develop social skills and access enrichment opportunities during school closures and develop the skills require to communicate / play effectively in the early years. Although these challenges are decreasing over time, many continue to affect pupils, impacting upon their attainment.  |  |
| 7Digital poverty and non-engagement in home learning. | Access to appropriate digital devices has been barrier for children accessing learning from home (2020-21). Despite significant and sustained rollout of devices training and support during 2021-22, some children / families remain reluctant to work online when required further increasing gaps in attainment and opportunity. |  |
| 8Poverty, access to opportunity and aspiration | Poverty proofing audit and working alongside Stockport Local Authority ‘Local Matters’ with Manchester University highlighted that poverty is a barrier to learning and aspiration for some children and families. Finance limitations can impact negatively on children attending experiences and enrichment opportunities. Rising living costs anticipated to adversely affect families over coming year.  |  |
| 9Significant numbers of children with multiple barriers to learning  | Significant number of children and families experience social, emotional and wellbeing barriers to learning and attending school requiring regular intervention and support from staff in school and external partners.  |  |
| 10 Attendance | Our attendance data (summer 2022 for the whole school was 93.4% and for Pupil Premium cohort 94%. No gap but lower than target of >95% for all pupils.  |  |

## 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.

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| Intended outcome | Success Criteria |  |
| Progress in Reading and phonics | * % of children achieving EXS and GDS in reading to meet or exceed national levels Summer 2022 at KS1 and KS2 show increasing % year on year to 2024/25 – school and external data.
* KS1 % of children to pass phonics screening check to meet / exceed national levels and 100% by retest in Year 2 to match prior school trends.
* Phonics screening results for disadvantaged pupils to be in line with peers and national standards. Long term impact of secure phonetic understanding seen in progress in writing and SPaG at KS2 and KS2.
* New SSP purchased and resourced. Full package of ongoing CPD and training for all staff
* All children across the school benchmarked against new reading scheme and progress tracked.
* NELI project EYFS to be fully embedded into curriculum beyond first year of implementation. New staff trained to deliver this project.
* Increase communication and language skills intervention in EYFS impacting on early reading and writing – S and L teacher employed 1 day per week from May 2022.
* Evidence of consistent and high-quality teaching demonstrated during lesson observations, subject leader monitoring activities in delivery of mastery teaching in phonics and reading.
* Evidence core reading skills and approaches are embedded are sustained consistently across the curriculum at all key stages.
* Lesson sequences / observations demonstrate prior learning is activated with children to support making connections in learning and teaching considers starting points for individuals as well as ‘lost learning; during pandemic.
* Significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
* School-led tutoring evaluated and assessed by SMT to show impact on supporting aims of Pupil Premium Strategy, Recovery Action Plan and School Improvement Plan.
* Recovery Action Plan detailing interventions written, monitored and evaluated termly by SMT / HT / Governors
* All staff delivering phonics received up-to-date training and CPD - developing quality-first teaching September 2022 and during academic year.
* Pupils not passing phonics test pass in Year 1 / 2 receive individual support and recorded on RAP / SENCO intervention.
 |  |
| Progress in Writing | * % of disadvantaged children achieving EXS and GDS in writing to meet or exceed national levels Summer 2022 (and subsequent years 2022 – 24) at KS1 and KS2.
* Monitoring to show increase in Spelling Shed homework completion and evidence of age-appropriate spellings being embedded within writing.
* Up-to-date training and CPD planned and available for all staff delivering interventions at beginning of implementation periods.
* Recovery Action Plan written, monitored and evaluated termly by SMT / HT / Governors
* Interventions base-lined where possible and assessed at end for further evidence of impact
* Close monitoring of PP and Recovery budget by PP lead, HT / Business manage and governors to ensure spending addresses priorities, shows value for money and impact is seen.
* Ensuring consistency and high-quality teaching in approach to the delivery of ‘Talk 4 Writing’ approach and embedding spelling, punctuation and grammar in learning sequence and filling gaps in learning within weekly / termly planning sequences.
* Implementation of targeted catch-up support across KS1 / 2 to increase the % of pupils achieving the EXS and GDS standard at KS2 and any gaps in GDS attainment and progress rates between PP eligible and Non-PP eligible to close
* Subject monitoring activities evidence whole class teaching strategies and interventions are delivered in consistent ways and monitored / evaluated robustly for impact. Ensure writing opportunities are planned for across the curriculum.
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| Progress in Mathematics | * % of children achieving EXS+ in maths to meet or exceed national levels Summer 2023 (and in subsequent years 2022-24) at KS1 and KS2.
* Overall % of children achieving GDS in maths by end of KS2 to show sustained increase over time (school internal and external data).
* Targeted work planned, implemented and reviewed across KS1 / 2 to increase the % of all pupils achieving the EXS+ standard. Data to show gaps in attainment and progress rates between PP eligible and Non-PP eligible to close.
* Full catch-up programme implemented in maths within and beyond lessons to address lost learning due to school closures 2020-21
* To ensure high ‘quality first teaching’ in maths continues be a focus for internal and external CPD for teachers and teaching assistants and is consistent throughout the school.
* All school-led tutors are appropriately trained to deliver sessions.
* Monitoring shows implementation of evidence-based whole class teaching strategies and interventions are delivered in consistent ways and monitored / evaluated robustly for impact.
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| To achieve and sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils and ensure poverty is not a barrier to accessing opportunities or learning  | * Full programme of experiences and visitors planned for all pupils in different curriculum areas. Ensure these provide opportunities to improve language, imagination, communication as well as impacting positively on children’s social and emotional wellbeing.
* Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
* Monitoring and records to show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
 |  |
| To ensure digital poverty is not a barrier for learning for any child in school.  | * School to ensure the roll-out out of digital devices continues and children / families supported to understand and be able to use the technology and programmes confidently and competently.
* Children to have access to digital devises during the school day during homework club to ensure equality of opportunity and access to devices.
 |  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Continue to ensure attendance for all disadvantaged pupils is above 95% and in line with those of peers reducing small proportion of those classed as persistent absentees.
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| Projected spending | £125,505(£119,415 + £6,090 recovery premium) |  |

## 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 priorities for current academic year actions (2022-23)

Budgeted cost £ 58,784

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **READING, PHONICS, SPEECH and LANGUAGE*** Investment in high quality books and decodable reading books
* Key skills of reading, number and phonics and SSM are built into all aspects of the provision in EYFS
* Significant investment and training in new phonics scheme / resources / CPD
* Wellcomm / Tapestry (EYFS)
* Additional bilingual support teacher 0.6 EYFS
* Part time Speech and Language teacher (May 2022) 0.2
* Development of outdoor provision to extend opportunities to develop language and communication
* NELI project improve speech and language in Reception
* Early adopters EYFS framework (2020-21 and beyond)
* A ‘love of reading’ is embedded as part of the school’s culture across the curriculum.
* High quality texts used as the stimulus for high-quality writing models across the curriculum
* Whole school guided reading strategy, CPD, high-quality texts and explicit teaching of higher order reading skills
 | *Trends in gaps between disadvantaged / non-disadvantaged in EYFS data gap – Stockport Tracker / National Data*10***EEF early years and oral language interventions*** *have an impact of +5 months' progress, and appear to be particularly beneficial for children from low income families**EEF - Improving CLL in Early Years 4 Prioritise the development of communication and language**Social Mobility and Child Poverty Commission Report**Peter Humphries – HMI – June 2018 Report ‘ensure disadvantaged get good teachers and quality first teaching’**National Education Trust successful initiative recognised as bringing in specialist teachers who have a hood track record of working with disadvantaged pupils.* *‘Impact seen where schools have an incessant focus on quality of teaching’****EEF Reading comprehension approaches*** *improve learning by an +5months’ progress. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.* | 1, 2, 3, 4, 5, 6, 9 |
| WRITING AND MATHS * Talk 4 Writing CPD / resources updated
* Grammar, Punctuation and Spelling embedded into writing
* High-quality teaching and lesson preparation-robust analysis of gaps in learning to underpin future teaching sequences. Opportunities for children to review, recap and consolidate learning from prior year group embedded into teaching sequences
* TT Rockstars / Spelling Shed / Loom subscriptions/ homework support and consolidate teaching and learning at home and in the classroom
* Consistent Mastery in Maths approach, CPD, lesson design, delivery and implementation
* Opportunities to apply reading and writing skills provided across the curriculum
* Wellcomm / Tapestry (EYFS)
* Vocabulary CPD and mastery teaching across curriculum
* Marking, feedback and assessment lesson study, ongoing CPDL
 | **Research Evidence for approach***Evidence from school’s approach to mastery and maths and the impact it is having on closing gaps and raising attainment. To replicate this model in writing ensuring quality and consistency of QFT throughout the school.* ***PP Award winners 2017 Springfield Junior Suffolk****. Case study – recognised for outstanding practice providing high quality teaching with pastoral support****Ofsted****: ‘successful schools never confuse eligibility for the PP with low ability’.* ***Guidance June 2019*** *‘Tiered Approach’ Ofsted* *2018 / 19 question-level analysis completed by staff* ***LA Moderation in writing*** *Summer 2018 outcomes*[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1, 3, 4, 5, 6, 8, 9, 10 |

## Targeted academic support for current academic year (2022-23)

**Budgeted cost £42,046**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * EYFS Additional bilingual support teacher 0.6
* School-led tutor programme in place – extending learning beyond the school day focus on language development Implementation, delivery and outcomes monitored by SMT / HT / governors
* Mouse Club / Tapestry parental engagement
* Parent training sessions in phonics, reading and maths
 | *Trends in gaps between disadvantaged / non-disadvantaged in EYFS data gap* ***– Stockport Tracker / National Data******EEF Research ‘On average, early years interventions*** *have an impact of +5 months' progress, and appear to be particularly beneficial for children from low income families’**EEF ‘, pupils who participate in oral language interventions make approximately five months' additional progress’* ***EEF - Improving CLL in Early Years*** *Prioritise the development of communication and language*[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2, 3, 4, 5, 6, 8, 9 |
| * Quality-First Teaching
* Additional experienced staffing in each key stage to lead intervention and recovery programme of support – TAs will be up-skilled where identified to ensure skills set, consistency in approach and delivery are maximised
* KS2 0.6 experience Teaching and intervention assistant
* Small group intervention and support across each key stage
* Leicester Inference Project delivered KS1 – 2
* Beanstalk reading
* EYFS Mouse club resourcing to develop parental engagement
* Lunchtime homework club
* Self-esteem intervention groups
* Additional Speech and Language support EYFS / KS1 1 day per week
 | *EEF Overall, the pattern is that small group tuition is effective. Greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.* [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)[Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)*EEF Reading comprehension approaches improve learning by an +5months’ progress. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.**EEF Pupils make +2months' from extended school time or the targeted use of before and after school programmes are also often wider benefits for low-income students in terms of attendance at school, behavior and relationships with peers.**Evidence from school’s approach to mastery and maths* *and the impact it is having on closing gaps and raising attainment. To replicate this model in writing* ensuring quality and consistency of QFT throughout the school.***EEF*** *‘meta-analyses indicate on average, mastery learning approaches are effective, + 5 months’ progress’**CPD for Quality First Teaching / mentoring and coaching support – see research findings of John Dunford ‘using the pupil premium effectively: an evidence-based approach to closing the gap’.* *Cale Green Internal Lesson Study Research project and outcomes 2019 – 2020 – Closing the Vocabulary Gap**Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www. Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-the funding successfully**2018 / 19 data indicates good overall progress for children in KS2 but % of children attaining GDS in maths is significantly below national level.*  | 1, 2, 3, 4, 5, 6, 8, 9 |

## Wider strategies for current academic year (2022-23)

**Budgeted cost £ 25,675**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Breakfast Club subsidy for PP eligible
* Attendance and reading awards
* ESOL classes / parent training preparation and delivery
* Toddler / community group re-established and Friday Café
* Family Support worker employed full time
* Increasing attendance – robust systems and rewards
* Regular meetings with parents to discuss progress and targets (3 x yearly)
 | *PP Award Winner 2015 Parkfield Community Primary Case Study: Outstanding practice – Addressing social and emotional issues to raise attainment.**Poverty-proofing questionnaire and action research audit****EEF, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself + 4 months****School data showing % of children with multiple barriers to learning* *Poverty-proofing questionnaire and action research audit**Parent / pupil voice**Feedback from parents’ consultations**Evidence in homework folders / reading diaries* [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) DfE | 7, 8, 9, 10 |
| * Swimming subsidy for all KS2 pupils to achieve NC award
* Guitar investment / singing across the school . Young voices / Performance resources
* Instrumental buy-back
* Y6 Transition activities / Chameleon Project
* UKS2 Residential subsidy £100 per PP eligible 2022-23
* Transport subsidy – music / enrichment linked to curriculum experiences
* RSE workshops offered 3 x yearly to parents in Y4-6
* Targeted pupils for extra-curricular / aspiration in STEM / Sport / Creative Arts
* Simply Books awards – promoting love of reading
* Spare PE kit bought for school
* Establish ‘shoe bank’ School uniform to support transition to new uniform for all disadvantaged families
* LGBT workshop
* Subsidised Activities to celebrate religious festivals (speakers / workshops)
* Assembly visitor donations
* Shakespeare Project
* Poverty proofing the School Day and ‘Local Matters’ project participation with Stockport LA and MMU
 | ***EEF Adventure education*** *usually involves*[collaborative learning experiences](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/collaborative-learning/) *with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also*[Meta-cognition and self-regulation](https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/)*) may also be involved.***Evidence of benefits of musical education research****Social Mobility and Child Poverty Commission Report ‘**‘Impact seen where schools prepare pupils for all aspect of life not just exams.’***PP Award winners 2017 Springfield Junior Suffolk. Case study*** *– recognised for outstanding practice providing high quality enrichment and experiences****Poverty proofing audit actions 2019*** | 7, 8, 9, 10 |

Part B Reviewing Outcomes Academic Year 2022 - 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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| **Aim** | **Outcome** |
| **Progress in Reading**% of children achieving EXS and GDS in reading to meet or exceed national levels Summer 2023 at KS1 and KS2Overall % of children achieving GDS in reading by end of KS2 to show increase of time (school data). |

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| KS1 READING | Cale Green | Local Authority | National  |
| EXS+ | 70.5% | 70.2% | 68.4% |
| GDS | 22.7% | 24.1% | 18.8% |
| FSM EXS+ | 53.3% | 49.2% | 54.1% |
| FSM GDS | 20% | 8.8% | 9.2% |
| PP EXS+ | 50% | 49.6% | 54.2% |
| PP GDS | 14.3% | 8.8% | 9.1% |

**EYFS** * Above national standards in reading and writing.
* Literacy is 11% behind national which is an anomaly as communication attainment is high. Staff identify that this is the motor skill element of writing that needs to be further develop to achieve this goal.
* Overall an upward trend in attainment. Up by 8% on prime outcomes.
* 21 achieved communication PSE, physical, art and a couple missed out in lit /maths. Far higher than national and far higher than would expected for this cohort / disadvantage
* FSM – 11 children. Outperforming non-free school meal cohort. FSM eligibility does not affect results. 9 children – all 9 got all three prime goals.
* Phonics APS is high at 34 but pass write is slightly lower than National – lots of children just missed out (16%) 4 children scored 31. When you look at the results, more of these children near to pass threshold. FSM / non -SEND 64% indicates FSM is a marker from children just missing out.
* Nearly ¼ children just missing out are FSM they will meet this in Y2.
* Y2 re takers – results fantastic. This is not the trend for Stockport (only 59% of phonics re takers passed – we had 79%). Y2 more than makes up for Y1 being just below national
* Trend – up on 2022 on AOS on ‘working at’. Upward trend.
* Gender (P6) Girls 35 APS (national 34) Boys 33 nationally 32. No gender gap in 2 -year groups now.
* 5/44 good APS (25 – in line with national)
* Speech and language – better than national for this cohort.
* FSM 11/44 got APS – FSM is not a factor for how children are performing. BUT none of these children are SEND.
* Non-FSM non -SEND – 86% pass rate
* Nearly ¼ children just missing out are FSM Michelle – they will meet this in Y2.
* EAL 16/44 average score of 30 – big EAL / SEND cohort. 4/16 children
* Yearly subject monitoring activities evidence consistent and high-quality teaching and learning of reading with core reading skills and approaches embedded and sustained consistently across the curriculum at all key stages.
* Speech and Language Teacher 1 x day weekly (Appointed March 2022) continued for this academic year due to increased number of in-school referrals and SEN support plan targets in this area. Wider number of social emotional and wellbeing interventions required.
* Trained ELSA
* Teacher, Family Support Worker, Bilingual support for children and families from Ethic Diversity Service all support.
* Whole school guided reading strategy, CPD, high-quality texts and explicit teaching of higher order reading skills

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| KS2 READING | Cale Green | Local Authority | National  |
| ALL EXS+ | 81% | 75.2% | 72.6% |
| ALL GDS | 31% | 31.5% | 29% |
| FSM EXS+ | 66.7% | 58.3% | 59.3% |
| FSM GDS | 25% | 15% | 16.9% |
| PP EXS+ | 72.7% | 58.2% | 60.2% |
| PP GDS | 27.3% | 16.1% | 17.4% |

* KS2 the impact of reading approaches and investing significantly SSP / high-quality books and resources has been successful in closing gaps and raising attainment across the cohort in reading – particularly those children who were identified at the start of the year at being at risk of not achieving expected levels of attainment.
* RWM EXS+ combined in line with national – 59.9% (National 59.4%).
* Positive overall upward trend in attainment.
* KS2 Above national in RWM Reading 9% above national and at GDS standard
* FSM gap / non – FSM 20% reading (as national) – when analysing data this is a SEND issue, not a linked to being FSM eligible. Non-SEND / FSM pupils achieved 73% in reading (in line with Stockport).
* All attainders made good progress in terms of attainment and progress at high, middle and low.
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| **Progress in Writing**% of children achieving EXS and GDS in writing to meet or exceed national levels Summer 2023 at KS1 and KS2 |

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| KS1 WRITING | Cale Green | Local Authority | National  |
| EXS+ | 65.9% | 61.8% | 60.3% |
| GDS | 15.9% | 10.2% | 8.3% |
| FSM EXS+ | 46.7% | 40.3% | 44.7% |
| FSM GDS | 13.3% | 2% | 3.4% |
| PP EXS+ | 42.9% | 40.5% | 44.7% |
| PP GDS | 7.1% | 2% | 3.4% |

* KS1 Overall, writing above national levels data with a significantly higher percentage of children working at the higher standard at both EXS and GDS when compared to local national figures. Teacher assessment moderated by local authority this academic year.
* GDS writing double the national figure. This is an exceptional result.
* RWM GDS (6%) in double the national figure (14%)

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| KS2 WRITING | Cale Green | Local Authority | National  |
| EXS+ | 78.6% | 73.3% | 71.5% |
| GDS | 19% | 14.9% | 13.3% |
| FSM EXS+ | 58.3% | 53.1% | 54.3% |
| FSM GDS | 16.7% | 6% | 5.8% |
| PP EXS+ | 54.5% | 53.4% | 57.4% |
| PP GDS | 18.2% | 6.1% | 6.4% |

* KS2 Overall, writing above national levels data with a significantly higher percentage of children working at the higher standard when compared to local / national figures especially for children identified as FSM eligible or disadvantaged at both the expected and Greater depth standard. For this cohort and when considering demographic data and pupil progress data, this is excellent.
* FSM gap / non – FSM 30% writing (above national – when analysing data this is a SEND issue, not a linked to being FSM eligible.
* Monitoring activities evidence there is consistency and high-quality teaching in approach to the delivery of ‘Talk 4 Writing’ and embedding spelling, punctuation and grammar in learning sequence and filling gaps in learning within weekly / termly planning sequences across the phases.
* Phases regular moderate writing as part of ongoing CPD and attend moderation sessions within the LA cluster.
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| **Progress in Mathematics**% of children achieving EXS and GDS in maths to meet or exceed national levels Summer 2023 at KS1 and KS2Overall % of children achieving GDS in maths by end of KS2 to show increase of time (school data) |

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| KS1 MATHS | Cale Green | Local Authority | National  |
| EXS+ | 70.5% | 72.1% | 70.5% |
| GDS | 22.7% | 19% | 16.4% |
| FSM EXS+ | 53.3% | 52.7% | 56% |
| FSM GDS | 6.7% | 6.9% | 7.9% |
| PP EXS+ | 50% | 52.6% | 56% |
| PP GDS | 7.1% | 7.1% | 7.8% |

* KS1 Overall, maths at national levels data with a significantly higher percentage of children working at the higher standard GDS when compared to local national figures.
* KS1 Gaps exist in attainment between the disadvantaged cohort (50 % EXS+) and non-disadvantaged cohort (80% EXS+) in maths. This mirrors the national picture (56% EXS+ / 75% EXS+). No gender disadvantaged gap.
* Attainment above or equal to national for every indicator here/
* 7/44 SEND pass rates are slightly lower than national – especially in maths only 1 child achieved.
* FSM NOT SEND are doing as well compared to non-free school children when benchmarked in Stockport.

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| KS2 MATHS | Cale Green | Local Authority | National  |
| EXS+ | 8.6% (UP FROM 56.8% 2022) | 75.2% | 72.8% |
| GDS | 14.3% | 27.6% | 23.8% |
| FSM EXS+ | 58.3% | 54.6% | 58.1% |
| FSM GDS | 8.3% | 11% | 12.5% |
| PP EXS+ | 54.5% | 54.8% | 58.8% |
| PP GDS | 9.1% | 10.7% | 12.8% |

Key Stage 2* Maths attainment above national – now an upward trend with a 22% increase in pupils attaining expected standard from last year. Scaled scores were also strong - - on average achievement was 104 in maths. Generally, attainment for SEND pupils very good.
* Non-SEND / FSM 55% achieved maths which is just below the Stockport figure and although attainment overall was above national, the average progress score in maths was weaker than national particularly for non EAL / non FSM girls.
* School-led tutoring programme has focussed solely on maths intervention, closing gaps and accelerating progress. 84 children (Y1 – 6) received tuition – 1184 hours in total.
* Full catch-up programme implemented in maths within and beyond lessons to address lost learning due to school closures 2020-21. Rigorous assessment and accountability – pupil progress meetings.
* High ‘quality first teaching’ in maths continued be a focus for internal and external CPD for teachers and teaching assistants and is consistent throughout the school.
* Parent training sessions in maths for KS1 families.

**TARGETS and CONSIDERATIONS 2023-24****GENERAL*** Multiple children with moderate and high learning difficulties across the school – and increasing levels of need / barriers to learning
* Catchment continues to attract families from 25% most deprives areas of Stockport when analysing demographical data. 2/3 pupils.
* Significant increase in FSM eligible since Dec 22 (now 104 pupils)
* Large EAL / Disadvantaged cohort

**EYFS / KS1*** EYFS literacy – writing EYFS
* PHONICS SEND / EAL is the poorest performing cohort. In phonics. How do we address this moving forwards? How catch-up pupils with SEND as they are ready to start phonics programme?
* KS1 Disadvantaged and SEN are slightly lower – 25% gap – higher than national.
* FSM / non- SEND 64% indicates FSM is a marker from children just missing out.

**KS2** * engagement / enthusiasm in boys reading at KS2
* continue to target pupils working below age-related expectations
* non-FSM eligible didn’t progress as rapidly from KS1 into KS2. Look at historically – where have they been GDS. How address this more / track/ opportunity.
* Memory and retention are barriers for some children making more rapid progress
* KS2 Girls in maths and gaps in maths disadvantaged cohort / non
* Due to subsidy from DfE being lower, replace school-led tutoring programme with in-class intervention programme to focus on maths intervention, closing gaps and accelerating progress where pupils have been identified as underachieving.
* Lesson sequences to build time for children to revisit and correct errors (refer to feedback and marking policy) as close to the lesson as possible. Observations, progress data and pupil progress meeting discussions suggest that the strategies employed by school to close gaps is having a positive impact when supporting disadvantaged (and all) children to make accelerated progress from low starting points. The challenge is to maintain this momentum for further impact.
* Maths homework carefully aligned to in-class sequences of learning to provide opportunity for children to review or revise learnt content.
* Ongoing CPD for all staff – small steps teaching in maths
* Increase opportunities for parents to engage in learning about maths delivery and understanding for families in KS2
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| Early language, reading and phonics KS1 3-year trend of achieving above national levels in the phonics screening to continue. |

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| PHONICS | Cale Green | Local Authority | National  |
| Passed Year 1 | 72.7% | 75.3% | 73.2% |
| Passed Year 2 | 20.5% | 14.5% | 15.2% |

* 93.3% KS1 children have passed phonics check compared with national benchmark of 73%
* New SSP now fully implemented since September 22. All staff trained and provided with update training. Phonics leader identified in staff to coordinate monitoring activities. Update training for new staff organised for September 2024.
* Low levels of English language on entry to school continues to be a barrier for learning for a significant proportion of children.
* Teacher referrals for support have markedly increased since 2021 for Speech and Language – especially in EYFS and continue to do so.
* Significant numbers of children do not have access to quality texts at home to support reading and developing a breadth and understanding of vocabulary – this is a priority for school. All classes have high – quality books and 2022-23 significant investment in new reading scheme. Books also used as rewards.

**Phonics Actions 2023-24*** Continued rapid, daily intervention enabling children falling behind to keep up provided by teachers and support staff. A significant proportion of children in the EYFS and KS1 continue to have multiple barriers to learning such as EAL, Speech and language difficulties, extended absence or low baseline due to lack of pre-school experiences
* Whole class phonics teaching continue to include EYFS.
* Target phonics intervention in specific programmes for pupils with SEN across phases – quality update CPD for KS2 staff delivering phonics
* Speech and language assistant continue to target early intervention in EYFS to support teaching of phonics and early reading
* Although PSC results are significantly above national standards, fluency and stamina doesn’t always transfer into lower KS2.Focus for 2023-24
* Pupils not passing phonics test pass in Year 1 / 2 receive individual support and recorded on RAP / SENCO intervention.
* Experienced Phonics lead to have time out of class to support catch-up.
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| EYFSGLD gap in Reception between disadvantaged and their peers closed |

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| Good Level of Development  | Cale Green | Local Authority | National  |
| GLD All  | 56.8% | 67.6% | 67.3% |
| FSM | 72.7% | 47.3% | 51.8% |
| Non FSM | 51.5% | 70.9% | 71.6% |
| Disadvantaged | 54.3% | 47.6% | 52.1% |
| Non- disadvantaged | 66.7% | 70.2% | 69.9% |

* Additional bilingual support teacher 0.6 EYFS employed
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| To achieve and sustain high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils and ensure poverty is not a barrier to accessing opportunities or learning  | * Full programme of experiences and visitors planned for all pupils in different curriculum areas. Ensure these provide opportunities to improve language, imagination, communication as well as impacting positively on children’s social and emotional wellbeing.
* Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations, records of interventions offered.
* Monitoring and records to show a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
* A significant number of children and families continue to experience social, emotional and wellbeing barriers to learning and attending school requiring regular intervention and support from staff in school and external partners. Cost of living increasing and impacting families and staff.
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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Ensure low attendance is challenged and addressed robustly by the school. | * Analysis of attendance data, case studies, records of communication between school and families – attendance records show impact of interventions for individuals
* Non-attendance online 2022-23 challenged robustly / weekly vulnerable children and family meeting with senior leaders in school.
* Weekly calls SENCO / Family support worker / class teachers / EWO
* Bilingual support enabled more barriers to attending to be removed for some families.
* Full breakfast club subsidy for PP eligible sustained this year. High take-up.
* Toddler / community group re- established.

**Actions 2023-24** Attendance is a school priority. Continue to ensure attendance for all disadvantaged pupils is above 95% and in line with those of peers reducing small proportion of those classed as persistent absentees. Attendance action plan updated July 23.  |
| **Address lack of opportunity and aspiration for some families where poverty is a barrier to learning** | * Action research project outcomes with MMU / Stockport Local Authority continue to improve practice, opportunities and mindset about how poverty can affect learning and opportunity shared and acted upon to make positive changes to aspects of school. Recommendations shared with Local Authority and rolled out to wider clusters of schools.
* Regular pre-loved uniform sales held.
* 38 children attended Shakespeare festival.
* All children across KS2 access free guitar tuition and instrument.
* 38 / 44 children attended residential. Significant subsidy of this event.
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# Further information

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| **Additional activity**Our pupil premium strategy has been supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes: * embedding more effective practice around feedback through a ‘lesson study staff research project’. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
* employing a Speech and Language Teacher for one day per week to support closing language and communication gaps in EYFS
* training and employing an ELSA teacher to support language
* when planning our new pupil premium strategy, evaluating why activity undertaken in previous years had not had the degree of impact that we had expected.
* triangulating 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 also used the EEF’s families of school’s 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.
* looking 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 disadvantaged pupils.
* using the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |