



# Pupil Premium Strategy Statement 2021/22

Last Reviewed: November 2021

## School overview

| Metric                                      | Data                           |
|---|--------------------------------|
| School name                                 | Powell Corderoy Primary School |
| Pupils in school                            | 195                            |
| Proportion of disadvantaged pupils          | 11.3%                          |
| Pupil premium allocation this academic year | £25,555                        |
| Academic year or years covered by statement | 2021-22                        |
| Publish date                                | 4.11.2021                      |
| Review date                                 | July 2022                      |
| Statement authorised by                     | Emma McLaughlin                |
| Pupil premium lead                          | Helen Harber                   |
| Governor lead                               | Claire Hope                    |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score   |
|---------|---|
| Reading | Unknown due to no SATs 2021 (20% based on teacher assessment) |
| Writing | Unknown due to no SATs 2021 (40% based on teacher assessment) |
| Maths   | Unknown due to no SATs 2021 (20% based on teacher assessment) |

## Disadvantaged pupil performance overview for last academic year

| Measure                          | Score                                    |
|----------------------------------|--|
| Meeting expected standard at KS2 | 20% based on internal teacher assessment |
| Achieving high standard at KS2   | 0% based on internal teacher assessment  |

## Strategy aims for disadvantaged pupils (2020-23)

| Measure   | Activity   |
|---|--|
| Priority 1                                      | <b>Developing vocabulary:</b><br>Ensure all relevant staff, including new staff, have received Word Aware training and have the necessary resources to embed Word-Aware practices successfully throughout the school.  |
| Priority 2                                      | <b>Diverse and meaningful real-life experiences:</b><br>Develop and embed the Powell Corderoy Curriculum to provide wide-ranging opportunities for applied learning, using a project-based approach.   |
| Priority 3                                      | <b>Exposure to diversity (including a range of positive role models):</b><br>Review the range of text-types and other information sources used to deliver the curriculum across the school and purchase books or resources where needed (including for the school library) which are representative of a wide range of cultures and backgrounds and positive role models.  |
| Priority 4                                      | <b>Effective feedback as part of quality first teaching:</b><br>Embed the feedback policy adopted before COVID and continue to monitor its effectiveness. Ensure any new staff are trained on use of effective feedback and are operating in line with the new policy.   |
| Priority 5                                      | <b>Systematic, synthetic phonics teaching:</b><br>All staff are trained in the use of Phonics International (main scheme) and No-Nonsense Phonics (supplementary intervention scheme) which is adequately resourced and used consistently across the school.   |
| Barriers to learning these priorities addressed | <ol style="list-style-type: none"> <li>1) Children develop a greater understanding of a rich range of vocabulary and become confident at using it in different subjects and contexts.</li> <li>2) Children have wide ranging and interesting real-world experiences which enable them to make links between areas of learning and see a purpose to learning in different subjects.</li> <li>3) Children develop positive values and attitudes, in line with school and British values, which set them up to succeed in a diverse society.</li> <li>4) Staff use evidence-based methods for timely and effective feedback as a form of intervention.</li> <li>5) Children reach the expected standard in phonics by the end of Year 1 and continue to read at the expected level for their age after this point, due to a 'keep up not catch up' approach.</li> </ol> |
| Projected spending                              | £15,000 (approximate)  |

## Teaching priorities for current academic year (2021/2)

| Aim                 | Target  | Target date |
|---------------------|---|-------------|
| Progress in Reading | PP children achieve national average progress scores in KS2 Reading | July 2022   |
| Progress in Writing | PP children achieve national average progress scores in KS2 Writing | July 2022   |

|                         |   |           |
|-------------------------|---|-----------|
| Progress in Mathematics | PP children achieve national average progress scores in KS2 Writing               | July 2022 |
| Phonics                 | PP children achieve national average expected standard in Phonics Screening Check | July 2022 |

### Targeted academic support for current academic year (2021/22)

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Support staff are trained in precision teaching and deliver precision teaching for individuals based on gap-analysis.  |
| Priority 2                                    | No Nonsense Phonics used to target children who require additional support with phonics.   |
| Priority 3                                    | Language Link used in EYFS/KS1 to screen for early speech and language difficulties and provide targeted intervention as required.   |
| Barriers to learning these priorities address | <ol style="list-style-type: none"> <li>1) Individual barriers to learning are identified and addressed as required.</li> <li>2) Children who have not reached the required standard in phonics receive additional provision with a high-impact catch-up programme as soon as a need is identified.</li> <li>3) Early speech and language delays picked up as soon as possible and addressed in EYFS / followed up in KS1.</li> </ol> |
| Projected spending                            | £5,500 (approximate)   |

### Wider strategies for current academic year (2021/22)

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Trained ELSA provides emotional literacy and pastoral support to children in school.   |
| Priority 2                                    | Subsidising breakfast club fees or trips and experiences for low-income families to ensure children are able to fully participate in the experiences on offer.   |
| Priority 3                                    | Invest in a broader range of texts across the curriculum that represent different backgrounds and normalise diversity / inclusion / tolerance in society   |
| Barriers to learning these priorities address | <ol style="list-style-type: none"> <li>1) Improving attendance and readiness to learn for disadvantaged pupils with an identified need for support.</li> <li>2) Financial constraints limiting extra-curricular opportunities.</li> <li>3) Developing positive attitudes surrounding inclusion and tolerance where life experience or other influences may not have achieved this</li> </ol> |
| Projected spending                            | £5,000 (approximate)   |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | Ensuring enough time is given over to allow for staff professional development                                    | Use of INSET days and additional cover being provided by senior leaders or cover supervisors; use of TA meetings.  |
| Targeted support | Ensuring enough time is allocated for support staff to deliver regular precision teaching and No Nonsense Phonics | Inclusion leader to timetable with class teachers as part of PPMs and monitor.   |
| Wider strategies | ELSA splits time with TA responsibilities   | Protected time and use of cover supervisor when needed   |
| All areas        | Poor attendance (possibly due to a need to isolate) means support is inconsistent                                 | <p>Work closely with families to monitor and support attendance.</p> <p>Remote learning provision includes additional support for Pupil Premium children as needed - teacher to consider on an individual basis how to ensure any additional support continues remotely.</p> |

## Review: last year's aims and outcomes (2020/21)

| Aim   | Outcome  |
|---|--|
| PP children achieve national average progress scores in KS2 Reading               | 20% of PP pupils achieved the national average attainment level.<br><br>20% of PP pupils achieved expected progress from their KS1 starting point. |
| PP children achieve national average progress scores in KS2 Writing               | 20% of PP pupils achieved the national average attainment level.<br><br>40% of PP pupils achieved expected progress from their KS1 starting point. |
| PP children achieve national average progress scores in KS2 Maths                 | 40% of PP pupils achieved the national average attainment level.<br><br>20% of PP pupils achieved expected progress from their KS1 starting point. |
| PP children achieve national average expected standard in Phonics Screening Check | Check not completed due to lockdown but internal assessments indicated lower than usual performance.   |

**NB:** The results above could only be based on teacher assessment due to no SATS, and were significantly impacted by the pandemic lockdowns.