# Pupil premium strategy report 2021/2022

## 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 | Pakeman Primary School |
| Number of pupils in school | 329 |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2022  2022 – 2023  2023 - 2024 |
| Date this statement was published | 15th October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Emma Bonnin (Headteacher)  Janet Convery  (Chair of governors) |
| Pupil premium lead | Tracey Gulliford |
| Governor / Trustee lead | Janet Convery |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £190,990 |
| Recovery premium funding allocation this academic year | £10,513 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £201,503 |
| **Total spent** | £219295.48 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:   1. Ensuring and supporting great teaching 2. Providing targeted academic interventions 3. Using a wider range of strategies to overcome barriers to learning   **Ensuring and supporting great teaching**  We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.  This will include:   * extensive gap analysis used to further inform teaching * 1:1 and small support within the class * TA support in class * the employment of specialist teachers * CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits   **Providing targeted academic interventions**  For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.  This will include:   * 1:1 / small groups in English and maths * additional learning time * online 1:1 tutoring * additional phonics * speech and language support * SEND / EAL support groups   **Using a wider range of strategies to overcome barriers to learning**  In addition to the strategies above, a range of other strategies can contribute to children’s success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.  This will include:   * a focus on improving attendance * providing curriculum enrichment opportunities * support for wellbeing and mental health * interventions to increase parental engagement and to ensure there is equity for pupils |

## Challenges

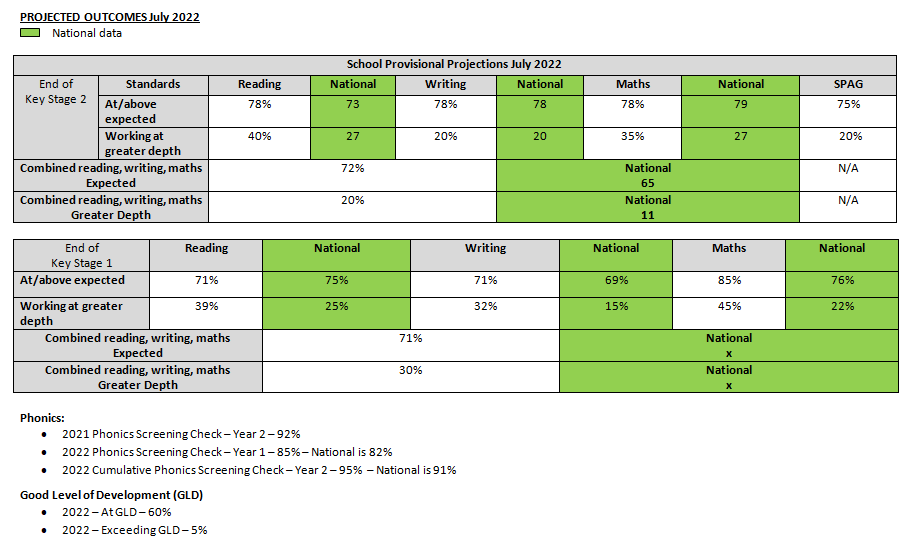
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Lack of parental engagement, understanding of support systems and aspirations |
| 2 | Mental health issues for the parents/carers and the child |
| 3 | Lack of cultural capital and experiences |
| 4 | Communication and social skills - Speech and language difficulties |
| 5 | Exposure to gangs, crime, drug and alcohol abuse |
| 6 | Housing issues, lack of space and overcrowding |
| 7 | Financial issues |
| 8 | Low attainment on entry |

## 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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| --- | --- |
| End of year data intended outcomes | |
| EYFS Good Level of Development to be 60% for pupil premium children | Regular assessment weeks, data points and data tracking  Monitoring through observations, learning reviews, book looks, pupil voice and pupil progress meetings  Attendance and punctuality monitoring weekly with the headteacher and half termly with parents/ carers |
| To be broadly in line with expected standards at Year 1 phonics, KS1 cumulative phonics, KS1 and KS2 reading, writing and Maths for pupil premium children |
| Attendance to be 96% or above for pupil premium children |



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| --- | --- | --- |
| Intended outcome | Monitoring | **Link to aim:**   1. **Great teaching** 2. **Targeted interventions** 3. **Wider strategies** |
| Teaching is consistently good or better for pupil premium children | Monitoring through observations  Evaluation of regular CPD  Intervention observations and book looks  Feedback from trips using pupil voice  Monitoring in pupil progress meetings  Systematic catch-up monitoring in interventions  Pupil voice monitoring for SEMH interventions | 1 |
| Pupil premium pupils are supported through interventions in all core subjects | 2 |
| Pupil premium children have benefit from a range of activities and experiences to broaden their experiences and curriculum | 3 |
| Pupil premium children are supported emotionally and socially in order to fully access the curriculum – SEMH support | 2 |
| Evidence  EFF Report on the Impact of school closures on the attainment gap  EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21 | | |

## 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.

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| --- |
| 1. Lack of parental engagement, understanding of support systems and aspirations |
| 1. Mental health issues for the parents/carers and the child |
| 1. Lack of cultural capital and experiences |
| 1. Communication and social skills - Speech and language difficulties |
| 1. Exposure to gangs, crime, drug and alcohol abuse |
| 1. Housing issues, lack of space and overcrowding |
| 1. Financial issues |
| 1. Low attainment on entry |

**Ensuring and supporting great teaching**

Budgeted cost: £113927

|  |  |  |
| --- | --- | --- |
| Activity | Cost | Challenge number(s) addressed |
| Teaching monitoring and support – collaborative work – gap analysis – lesson study and best practice | Team leader TLR – 40% of TLR for 4 people  £6666.40 | All |
| Leadership development training – middle leaders’ work | Cost of Middle leader training  £4100 | All |
| External validation | Local authority and writing consultant support  £600  LA funded by project group | All |
| Extensive gap analysis used to further inform teaching | Teaching assistant release time – 40% of 12 days a year for 9 people  £4818.80 | All |
| The employment of specialist teachers | Music, PE, Spanish and Drama/Movement  40% of all  £26401.20 | 3 |
| Recruitment of new teachers and support staff | Advertising costs  £275 | 1 and 7 |
| 1:1 and small group support within the class and TA support in class | TA support  40% of 9 staff  £69465.60 | 1 |
| CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits | 40% of Future zone membership cost for training and networking  £1600 | 1 and 4 |

**Providing targeted academic interventions**

Budgeted cost: £65756.20

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1:1 / small groups in English and maths | 40% of additional teacher cost in Year 5/6  £20271.60 | 1 |
| Additional learning time – boosters | Funded by Richard Reeves | X |
| Online 1:1 tutoring | Funded by Richard Reeves | X |
| Additional phonics group work | 40% of phonics TLR - £345.60  40% of 4 hours a week cost (included in SEND funding) | 1 |
| Speech and language support | Funded by local authority | 1 and 4 |
| SEND / EAL support groups | 40% of SEND and EAL teacher cost  40% of bilingual support workers  £26620 | 1 and 4 |
| CGP books for homework and differentiation | 40% of cost of books  £3125 | 1 |
| Pupil progress interventions | 3 hours a week of AH, DH and H cost  £15394 |  |

**Using a wider range of strategies to overcome barriers to learning**

Budgeted cost: £39612.28

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focus on improving attendance | 40% of 5 hours a week of attendance and punctuality lead  40% of 2H of our Child and Family Support worker’s time  £4480.28  £2078 | 1 |
| Providing curriculum enrichment opportunities and targeted financial support | 40% of residential trip costs for the year  Bringing literacy to life experiences – funded by Richard Reeves  School funded place for 2 pupil premium children on school journey  40% of Young Shakespeare company  40% of Now Press Play  £1536  £2395 | 3 |
| SEMH interventions for children who are not accessing the curriculum to their full potential | 40% of SEMH interventions (5 days between both CFSW)  £12468 | 2 |
| Support for wellbeing and mental health | Training for staff to support in class throughout the day  Funded by local authority | 2 |
| Interventions to increase parental engagement and to ensure there is equity for pupils | 40% of 1/10 of our Child and Family Support worker’s time for coffee mornings and workshops  Funded by Richard Reeves | All |
| Weekly pastoral care meetings | 40% of 2 hours of H, DH, AH and 2 CFSW  £16655 | 1 |

**Total budgeted cost: £** £219295.48

# Part B: Review of outcomes for July 2022

## Pupil premium strategy outcomes

**July 2022 data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Pakeman** | **Islington** | **National** |  |
|  |  |  |  |  |
| **EYFS GLD** | 68.3 | 64.7 | 65 |  |
|  |  |  |  |  |
| **KS1 phonics (Year 1)** | 78.3 | 76.6 | 76 |  |
| **Year 2**  **44 children**  **Each child is 2.3%** | | | | |
| **KS1 reading** | 72.7 | 71.4 | 67 |  |
| 15.9 | 24.4 | 18 | 1 child difference with national |
| **KS1 writing** | 65.9 | 65.3 | 58 |  |
| 6.8 | 14 | 8 | Less than 1 child difference with national |
| **KS1 maths** | 70.5 | 71 | 68 |  |
| 15.9 | 21.3 | 15 | In line with national |
| **KS1 combined** | 56.8 | 60.5 | x | 1 child difference with national |
| 4.5 | 10.5 | x |  |
|  |  |  |  |  |
| **Multiplication test 21-25**  **(Year 4)** | 84.8  (63% full marks of 25) | 64.6 | 27% full marks of 25 |  |
|  |  |  |  |  |
| **Year 6**  **40 children**  **Each child is 2.5%** | | | | |
| **KS2 reading** | 70 | 76.5 | 74 | 2 children difference with national  4 children on 99 (all had chicken pox) |
| 22.5 | 30.9 | 28 | 2 children difference with national |
| **KS2 writing** | 63.4 | 70 | 69 | 2 children difference with national |
| 7.3 | 18.5 | 13 | Moderated in June 2022 |
| **KS2 maths** | 70 | 71.8 | 71 |  |
| 17.5 | 26.3 | 22 | 2 children difference with national  1 child on 99 (had chicken pox) |
| **KS2 combined** | 50 | 62.1 | 59 |  |
| 5 | 10.9 | 7 | 1 child difference with national |
| **KS2 SPAG** | 65 | 72.4 | 72 |  |
| 20 | 30.9 | 28 | 1 child on 99 (had chicken pox)  4 children on 98 (all had chicken pox) |
|  |  |  |  |  |

**ANALYSIS DATA 2022**

**Rec**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expected**  **43** | **Boy**  **24** | **Girl**  **19** | **Dis**  **20** | **Non Dis**  **23** | **EAL**  **25** | **Non EAL**  **18** |
| **Reading** | 72% | 67% | 79% | 65% | 78% | 72% | 72% |
| **Writing** | 67% | 63% | 74% | 65% | 70% | 64% | 72% |
| **Maths** | 70% | 63% | 79% | 65% | 74% | 64% | 78% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Above** | **Boy** | **Girl** | **Dis** | **Non Dis** | **EAL** | **Non EAL** |
| **Reading** | 14% | 17% | 11% | 5% | 22% | 8% | 22% |
| **Writing** | 14% | 17% | 11% | 10% | 17% | 8% | 22% |
| **Maths** | 19% | 21% | 11% | 5% | 30% | 12% | 28% |

**Year 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expected**  **39** | **Boy**  **20** | **Girl**  **19** | **Dis**  **22** | **Non Dis**  **17** | **EAL**  **33** | **Non EAL**  **6** |
| **Reading** | 69% | 65% | 74% | 77% | 59% | 73% | 50% |
| **Writing** | 56% | 40% | 74% | 55% | 59% | 61% | 33% |
| **Maths** | 77% | 70% | 84% | 82% | 71% | 79% | 67% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Above** | **Boy** | **Girl** | **Dis** | **Non Dis** | **EAL** | **Non EAL** |
| **Reading** | 39% | 30% | 47% | 32% | 47% | 39% | 33% |
| **Writing** | 21% | 15% | 26% | 23% | 18% | 24% | 0 |
| **Maths** | 36% | 30% | 42% | 41% | 29% | 39% | 17% |

**Year 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expected**  **45** | **Boy**  **18** | **Girl**  **27** | **Dis**  **19** | **Non Dis**  **26** | **EAL**  **32** | **Non EAL**  **13** |
| **Reading** | 73% | 61% | 78% | 68% | 73% | 69% | 77% |
| **Writing** | 66% | 56% | 70% | 63% | 65% | 59% | 77% |
| **Maths** | 71% | 72% | 67% | 63% | 73% | 59% | 92% |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Above** | **Boy** | **Girl** | **Dis** | **Non Dis** | **EAL** | **Non EAL** |
| **Reading** | 16% | 11% | 19% | 16% | 15% | 9% | 31% |
| **Writing** | 9% | 6% | 11% | 11% | 8% | 3% | 23% |
| **Maths** | 16% | 11% | 19% | 11% | 19% | 16% | 15% |

**Year 3**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expected**  **40** | **Boy**  **14** | **Girl**  **26** | **Dis**  **22** | **Non Dis**  **18** | **EAL**  **38** | **Non EAL**  **2** |
| **Reading** | 73% | 79% | 69% | 73% | 72% | 71% | 100% |
| **Writing** | 70% | 64% | 73% | 59% | 83% | 68% | 100% |
| **Maths** | 68% | 71% | 65% | 64% | 72% | 66% | 100% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Above** | **Boy** | **Girl** | **Dis** | **Non Dis** | **EAL** | **Non EAL** |
| **Reading** | 33% | 43% | 27% | 23% | 44% | 29% | 100% |
| **Writing** | 25% | 29% | 23% | 14% | 39% | 21% | 100% |
| **Maths** | 30% | 36% | 27% | 18% | 44% | 26% | 100% |

**Year 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expected**  **34** | **Boy**  **17** | **Girl**  **17** | **Dis**  **18** | **Non Dis**  **16** | **EAL**  **30** | **Non EAL**  **4** |
| **Reading** | 67% | 59% | 71% | 61% | 69% | 67% | 50% |
| **Writing** | 64% | 53% | 71% | 67% | 56% | 63% | 50% |
| **Maths** | 70% | 77% | 59% | 61% | 75% | 73% | 25% |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Above** | **Boy** | **Girl** | **Dis** | **Non Dis** | **EAL** | **Non EAL** |
| **Reading** | 51% | 47% | 53% | 50% | 50% | 50% | 50% |
| **Writing** | 35% | 24% | 47% | 39% | 31% | 33% | 50% |
| **Maths** | 45% | 53% | 35% | 44% | 44% | 47% | 25% |

**Year 5**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Expected**  **40** | **Boy**  **14** | **Girl**  **26** | **Dis**  **26** | **Non Dis**  **14** | **EAL**  **35** | **Non EAL**  **5** |
| **Reading** | 78% | 86% | 73% | 73% | 86% | 83% | 40% |
| **Writing** | 63% | 57% | 65% | 54% | 79% | 69% | 20% |
| **Maths** | 68% | 93% | 54% | 58% | 86% | 77% | 0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Above** | **Boy** | **Girl** | **Dis** | **Non Dis** | **EAL** | **Non EAL** |
| **Reading** | 48% | 43% | 50% | 35% | 71% | 49% | 40% |
| **Writing** | 23% | 29% | 19% | 15% | 36% | 26% | 0 |
| **Maths** | 28% | 43% | 19% | 23% | 36% | 31% | 0 |

**Progress data**

**Year 6 cohort 2021-22**

27 pupils (out of 40) in our Year 6 2021-22 cohort joined the school at the start of Year 2 (or earlier) and as a result completed the whole of their KS2 studies at Pakeman. We have tracked the attainment of these children in their Year 2 and Year 6 SATS, which is shown in the tables below:

|  |  |  |
| --- | --- | --- |
| **Attainment in Year 6 (2021-22)** | Working at the expected standard | Working at greater depth |
| Reading | 22/27 **(81%)** | 10/27 **(37%)** |
| Writing | 21/27 **(78%)** | 2/27 **(7%)** |
| Maths | 22/27 **(81%)** | 8/27 **(30%)** |
| Combined | 20/27 **(74%)** | 2/27 **(7%)** |

|  |  |  |
| --- | --- | --- |
| **Attainment in Year 2 (2017-18)** | Working at the expected standard | Working at greater depth |
| Reading | 18/27 **(67%)** | 5/27 **(19%)** |
| Writing | 17/27 **(63%)** | 5/27 **(19%)** |
| Maths | 19/27 **(70%)** | 9/27 **(33%)** |
| Combined | 18/27 **(67%)** | 3/27 **(11%)** |

Comparing the Year 2 and Year 6 data for this group of children, there has been a double digit increase in the percentage of pupils working at the expected standard in each of the core subjects. Reading has seen an increase of 14%, writing has gone up by 15% and maths has improved by 11%. The combined data (pupils achieving expected standard in all three core subjects) has improved by 7%.

The percentage of children working at greater depth in reading almost doubled from Year 2 to Year 6, with an increase of 18%. The percentage of those achieving greater depth in maths stayed broadly the same, with a slight dip from 33% to 30%. The number of children gaining greater depth in writing saw a drop from 19% to 7%. This is the subject that was most effected by the periods of home learning during the pandemic, with maths and comprehension skills better suited to learning via technology. In the 2022-23 year we are working with a writing consultant to improve writing outcomes.

A high number of pupils that completed the whole of KS2 at Pakeman made accelerated progress between the end of KS1 and KS2. Accelerated progress is 25 progress points or more over the four years of KS2. In both reading and writing, 19 of the 27 pupils (70%) achieved this, whilst in maths 16 out of 27 pupils (59%) made accelerated progress.

**Year 2 cohort 2021-22**

33 pupils (out of 45) in our Year 2 2021-22 cohort joined the school at the start of Reception (or earlier). We have tracked the attainment of these 33 children in their Year 2 SATS and compared it to the results of the whole cohort (45 children) at the same stage.

|  |  |  |
| --- | --- | --- |
| **Attainment in Year 2 (2021-22)**  **(Children who joined the school at the start of Reception or earlier)** | Working at the expected standard | Working at greater depth |
| Reading | 26/33 **(79%)** | 6/33 **(18%)** |
| Writing | 25/33 **(76%)** | 4/33 **(12%)** |
| Maths | 24/33 **(73%)** | 7/33 **(21%)** |
| Combined | 21/33 **(64%)** | 3/33 **(9%)** |

|  |  |  |
| --- | --- | --- |
| **Attainment in Year 2 (2021-22)**  **(Children who joined the school after the start of Reception)** | Working at the expected standard | Working at greater depth |
| Reading | 32/45 **(71%)** | 7/45 **(16%)** |
| Writing | 29/45 **(64%)** | 4/45 **(9%)** |
| Maths | 31/45 **(69%)** | 7/45 **(16%)** |
| Combined | 25/45 **(56%)** | 3/45 **(7%)** |

The children that joined the school at the start of Reception or before performed better in the SATS than the cohort as a whole.

In terms of pupils achieving the expected standard, they were 8% higher for reading, 12% for writing and 4% for maths. The percentage of children achieving combined expected standard for reading, writing and maths was 8% higher.

In terms of greater depth, they were 2% higher in reading, 3% higher in writing and 5% higher in maths. The percentage of children achieving combined greater depth for reading, writing and maths was 2% higher.

## 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 |
| 1:1 reading programme | Beanstalk  Bookmark  Tutormate |
| Specialist drama, music and language focused teaching | Artis |
| Year 5 and 6 maths and reading tuition | Action tutoring |
| Cultural experience and language development | Young Shakespeare Company |
| Immersive curriculum/ cultural experience | Now Press Play |

## Additionally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Social and emotional support  Family support | Child and family support workers |
| Additional trauma support | Art therapists |
| LA Speech and Language team | Speech and language support |
| The Bridge  New River College | Specialist autism and behaviour support |
| LA school improvement team | English and Maths support |