# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Two Gates Primary |
| Number of pupils in school  | 253 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | September 21-July 24 |
| Date this statement was published | September 22 |
| Date on which it will be reviewed | July 23 |
| Statement authorised by | N Llewelyn-Cook |
| Pupil premium leads | Sophie Smart &N Llewelyn-Cook |
| Governor  | J. Nicholls |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £103,155 |
| Recovery premium funding allocation this academic year | £ 10,585 |
| 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 | £113,740 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. There is evidence that the attainment gap between disadvantaged students and their classmates has grown. There is also emerging evidence that suggests the pandemic has negatively impacted children’s mental health. (findings of EEF Review 2022)*To address this concerning evidence, we aim to ensure that disadvantaged pupils are challenged and supported to make good progress from their starting points and to attain in line with their peers with similar starting points, through a **tiered approach** outlined below and in detail later in this document.*****High Quality Teaching***** *Our annual CPD strategy plan is informed by analysis of need and focused on improving teaching staff understanding and implementation of effective pedagogical approaches using evidence informed research. It is closely aligned with whole school priorities which arise from monitoring and evaluation of impact.*This year’s whole school teaching and pedagogical CPD priorities:****Targeted Academic Support:**** *We have analysed the main barriers leading to pupils falling behind and have targeted a proportion of our pupil premium towards interventions, additional 1-1 and small group teaching to accelerate progress and support recovery*****Wider strategies:**** *We allocate some of our funding towards supporting pupils’ social, emotional and behavioural needs, promoting and supporting good attendance and enabling participation in a wide range of extra-curricular activities***Through effective leadership at all levels, combined with school systems which enable timely evidence gathering, evaluation and communication, we can evaluate the effectiveness of our strategy and act quickly to make any changes required.** |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Impact of Covid 19:* writing attainment
* identified knowledge and concepts in mathematics not yet secure
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| 2 | Low levels of development in communication, language and literacy on entry to reception impacting on learning capacity in reception and subsequent years.Baseline to GLD 20-21 3%-44% ALL 0- 12.5-% PPBaseline to GLD 21- 22 0-48% ALL 0-42% PP |
| 3 | High percentages of PP pupils in Years 1, 5 and 6 with one or more additional barriers affecting attainment and progress |
| 4 | Complex family issues impacting on pupils’ attendance (also legacy of attendance expectations post-Covid.), learning and wellbeing e.g. mental health, substance misuse, housing, debt. This year in particular, we are concerned about the additional impact of the cost-of-living crisis on our families and will be reaching out with support. |

## 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 |
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* Techers demonstrate an understanding of how retrieval practice complements other cognitive strategies such as spaced practise and rehearsal
* Teachers have a bank of and plan the use of retrieval activities intelligently and appropriately across the curriculum and subject domains
* Pupils know more and remember more and demonstrate their own metacognition in learning
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| C:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C70DC20E.tmpC:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EFB894C.tmpOur writing curriculum enables children to develop the necessary transcription and composition skills to write effectively.   | Quality First Teaching:* Writing is well sequenced following the school PICC approach.
* Progressive texts allow reading into writing that supports all learners to write effectively using a model text, especially pupil premium pupils.
* Transcription and composition are planned progressively across school using the school progression document.
* Spelling and handwriting are taught progressively and spelling is delivered effectively through RWI Phonics in KS1 and RWI spelling in KS2.
* Writing outcomes:

KS1 pupil premium writing target – to be confirmedKS2 pupil premium writing target - to be confirmed |
| *‘Reasoning is the bridge between fluency and problem solving’*  Pupils make explicit links to apply existing mathematical knowledge to problem solving contexts. Teaching addresses those areas of compromised content and pupils are more secure in this knowledgeC:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\261E593A.tmp Children develop reasoning skills such as logical thinking and the ability to justify and explain their ideas as part of their mathematical development, starting in Early Years.  | Quality First Teaching: * Through Power Maths and mastery teaching, pupils are taught how to interrogate and use their existing mathematical knowledge to solve problems.
* Visual representations are given and encouraged to give insights into the structure of a problem.
* Children work in pairs and small groups using manipulatives to solve problems and to encourage questions about other children’s strategies and reasoning.
* Worked (solved) problems are explored in depth. This removes the need to carry out procedures and allows focus on the reasoning and strategies involved.
* All pupils are required to monitor, reflect and communicate their reasoning verbally and in writing, using representations, specific mathematical vocabulary and equations.
* Teachers model metacognitive strategies including how to plan, monitor and evaluate their thinking.
* All pupils, including those requiring additional support, take part in explicit teaching of problem solving with verbalisation of through processes (link to Talk 21 strategies).
* Teachers are clear on critical content (Ready to Progress Criteria) in their curriculum but plan to ensure that full curriculum coverage is secure.

KS1 Maths target – to be confirmedKS2 Maths target – to be confirmed |
| C:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7ED02360.tmpC:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\E137406E.tmpTeachers effectively model by ‘thinking aloud’ the structure and nuance of oracy so that children develop and rehearse the knowledge, skills and confidence to communicate purposefully. (This is the third year of a 3 yr programme) | Quality First Teaching* All teachers model the application of V 21 approaches’ knowledge and skills consistently (metacognition)
* Pupils rehearse these approaches with support and feedback from teachers
* Pupils demonstrate increased confidence, vocabulary and understanding of learning in their talk
* Evidence of progress in Oracy skills observed in lessons and pupil voice conversations.
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| All children read regularly and acquire the necessary fluency and vocabulary to enable improved comprehension and deep learning across the full curriculum.C:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\AFA938B8.tmpC:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B771F786.tmp | * Reading is prioritised in all subject areas and pupils access a wider range of knowledge as a result.
* Class reading time and progressive reading for pleasure author focus’ ensures pupils enjoy a variety of appropriate texts.
* Fluency is prioritised, especially up to Year 4 and pupils read more fluently and accurately as a result. This increases their comprehension of texts.
* In reading lessons, vocabulary is taught first at the start of each new text so that comprehension is enhanced.
* Vocabulary is identified, explained and displayed in every subject area and pupils use a wider range of vocabulary as a result.
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| Phonics teaching is faithful to the RWI methodology ensuring pupils make good progress from their starting points, in line with their non-pp peersC:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\82CA76AC.tmp | * Phonics teaching is faithful to the strategies and methodology of RWI
* All children make expected progress in line with RWI expectations
* The pp target for pupils passing the phonics screening check at the end of Y1 is 50% in line with 50% of those pupils achieving ELG in reading in their reception year. *Other pp pupils in this cohort have significant additional needs and will receive additional and bespoke interventions to support language development, literacy and numeracy*
* *The Y2 pp phonic screening retake target 25% (¼)*
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| Pupils in EY have improved communication, language and literacy as a result of quality first teaching. | * The % age of pp pupils attaining GLD is raised from 42% last year to a target of X% (To be determined after baseline)
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| Children read regularly; they develop skills and increased vocabulary so that they can read with increasing fluency and improved comprehension across the full curriculum. | * Instructional coaching applying the reading rubric is developing teachers’ skills;
* Pupils experience high quality teaching because teachers apply agreed sequence of teaching and pedagogy throughout school (no variance).
* Ambitious Pupil Premium targets have been set for KS1 at X% EXS+ X% KS2 EXS+ to be determined after target setting
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| Pupils have a trusted adult and safe spacePupils’ self- confidence and aspiration is raised so they participate fully in lessons, experience success and become resilient to challenge.  | * Motivation and participation in lessons is high
* Outcomes of academic and pastoral interventions/tuition evidence progress on individual plans
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| Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure and stable home life.Anxiety is reduced, enabling better focus on learning.Pupils attend school regularlyAttendance research and interventions to inform strategy | * Issues raised are identified and acted on quickly
* Families receive the right help at the right time- involving external agencies when necessary
* Measurable impact on pupils – attendance/ appearance positively impacts upon readiness to learn.
* PP attendance is more in line with non PP than in 21-22 ( -3% overall)
* PP pupils who were persistent absentees during 21-22 are no longer
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| Pupils participate in a bespoke programme of age appropriate and progressive experiences and opportunities throughout school to increase their knowledge and understanding of the world.  | * Cost does not prohibit pupils from participating in educational visits/residential experiences and wider music offer.
* Increased experiences support vocabulary acquisition and the ability to make connections in learning.
* Pupils’ involvement is celebrated through the Children’s University reward scheme
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## 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 (CPD and coaching)

Budgeted cost: £ 70,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality first teaching of reading:Teacher CPD through continual instructional coaching using our reading rubric. |  research recommends that schools should focus on developing core classroom teaching strategies that improve literacy capabilities. With this in place, the need for additional support should decrease.This activity was first implemented during Spring 21, the impact on practice over the past 18 months has been significant and sustained. Reading outcomes at year 6 in 22 were higher than 2019 and in line with National. | 21 |
| Quality first teaching of writing:Teacher CPD through continual instructional coaching using our writing and AFL rubricH:\My Pictures\Rosenshine.pngPredictInterrogateCaptureCreate(stages in writing composition) | Research by Black and Wiliam, concluded that formative assessment is perhaps the most effective educational practice when it comes to improving academic achievement and disproportionately beneficial for underachieving students. Teacher Toolkit 2021 Metacognition and self-regulation –very high impact  Teacher Toolkit 2021Feedback- very high impactC:\Users\s.smart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EFB894C.tmpTranscription and composition - whole school programme aligned with writing rubric  | 123 |
| Metacognition:Specific focus on retrieval- CPD and coaching, using classroom strategies from Kate Jones’ book | H:\My Pictures\Rosenshine.png Teacher Toolkit 2021 Metacognition and self-regulation –very high impact | 12 |
|  Participation of leaders and teachers and in the NCTEM mastering numbers CPD programme to improve pupils’ fluency and number sense | Research by Tall and Grey into why some pupils fail at maths –which has informed the NCTEM Mastering Number programme Maths attainment has fallen over the Covid period; pupils have gaps in knowledge. School data shows attainment gap between pp and non pp ranges from 4-28%  | 13 |
| Mathematics CPD focus on Reasoning and Problem Solving strategies including the importance of teacher modelling of metacognitive strategies, use of visual representations and manipulatives as well as key mathematical vocabulary. Opportunities for such within Power Maths are highlighted to be exploited to develop reasoning and problem solving.  | Rec.3 Teach pupils strategies for solving problemsFocus on fluency last year has had an impact on outcomes and attainment; now need to build on this to make links via reasoning to solve problems | 12 |
| Upskilling of teachers’ understanding and teaching of oracy through the school’s participation with bespoke training via the Voice 21 programme.This is the £rd year of a 3 year programme. | * Toolkit 21-oral language interventions-very high impact
* Voice 21 impact:

 * Teacher Toolkit 2021 Metacognition and self-regulation –very high impact

 Due to high quality ongoing Voice 21 training, the oracy lead has become skilled in understanding and developing oracy teaching and learning across school. As a result of little and often oracy CPD, the profile for oracy has risen across school; teachers are developing their own understanding of oracy and beginning to embed oracy teaching into their everyday lessons.  | 23 |

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

Budgeted cost: £32,225

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group speech and language intervention in reception- use of WELLCOM programme | * Toolkit 21-oral language interventions-very high impact
* Entry and exit scores for pupils (21-22) showed significant progress.
 | 2 |
| Reading fluency and comprehension intervention using Reading + for identified pupils in KS23 x /week | * Toolkit 21-reading comprehension strategies –very high impact
 | 23 |
| Year 2 & Year 5 Maths small group intervention rooted NCTEM Ready to Progress exemplification materials. 3 x week | *
* Mastery materials used with small groups of pupils to review, practise, and consolidate learning, focussing on critical content of the mathematics curriculum.
 | 13 |
| * 1. and small group phonic intervention 3 x/week

 | * Toolkit 21-phonics-high impact
* Evidence from last year: All targeted PP children last year with low attainment passed the phonic screen after similar intervention.
 | 23 |

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

Budgeted cost: £ *11,515*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pupils participate in a programme of age appropriate and progressive experiences and opportunities throughout school –forest school, music, visits and visitors | * Toolkit 21-arts participation- moderate impact
* Toolkit 21 -Collaborative learning approaches-high impact
 | 24 |
| Nurture intervention for small groups and 1-2-1. Safe space and open door throughout day. | * KCSIE 2022 Understand difficulties that children may have in approaching staff about their circumstances and how to build trusted relationships that facilitate communication.
 | 4 |
| Families receive the early help they need to address issues which impact on their everyday lives and well-being so that pupils benefit from a more secure, stable and safe home life and can apply themselves to learning  | * KCSIE 2022 para 70

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children’s welfare. Child death reviews highlight the dangers of failing to take effective action.* Vulnerability scores (school’s own) indicating levels of need
 | 4 |
| * 1. psychotherapy for identified pupils 1x day/week
 | * Increased number of pupils presenting with anxiety and low mood
* Poor mental health and well-being increases absence from school and inhibits pupils’ ability to focus and engage in learning
* KCSIE - increased responsibility on schools to identify and support pupils with mental health
 | 4 |

**Total budgeted cost: £** *113,740*

# 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.

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| **Target set Autumn ‘21: The percentage of Pupil Premium pupils attaining GLD is raised from 14% (2021 outcome BE) to 33% in Summer 22.** Outcome achieved: Pupil Premium GLD 42% in Summer ‘22. **Target set Autumn ‘21: The percentage of Pupil Premium pupils passing the phonics screening check is in line with 2019 at 56% in December 21.** Outcome achieved: 56% in December 21 – in line with target.Cumulative outcome achieved: 67% June 22. **Target set Autumn ‘21: The Pupil Premium target for the phonics screening check at the end of Year 1 (Summer 22) 44%.**Outcome achieved: 44% - in line with target. **Target set Autumn ‘21: Voice ‘21 approaches applied consistently by all teachers.**Outcome achieved: Pupils demonstrate increased confidence in using subject-specific vocabulary and understanding of learning in their talk. Evidence of progress in oracy skills observed in lessons and pupil voice conversations. There are high expectations for talk in each class. Staff expect children to talk and children are confident to do so.  Teachers value children’s voices as evidenced during listening walks.  Discussion guidelines are present in each classroom. Children can discuss how they have helped them improve their oracy skills and children know why being a good talker is important. Children encourage others to talk as evidenced in pupil voice discussions. **Target set Autumn ‘21: Instructional coaching used and the reading rubric is developing teachers’ skills.**Outcome achieved: Rubric developed and used across Y1-6. This has secured a consistent approach to the teaching of reading. All teachers understand what constitutes effective whole class teaching in reading. Impact on learning: from observations/books/pupil voice/data. Learning behaviours, engagement and participation strong in lessons throughout school. Quality of responses to VIPERS questions in book look/pupil voice/observations is showing evidence of progress in comprehension and use of tier 2 and vocabulary.   **Target set Autumn ‘21: Ambitious PP targets set for KS1 Reading at 56% EXS+ and for KS2 Reading 73% EXS+. (summer 22)**Outcome achieved: KS2 73% EXS+ 18% GDS Outcome achieved: KS1 56% EXS+ 10% GDS  **Target set Autumn ‘21: Pupils with additional barriers make good progress from their starting points as a result of outstanding teaching and additional support which addresses their learning needs effectively.**Outcome achieved: The school’s information sharing, communication and evaluation systems enable a coordinated approach to pupil support. Pupils make good progress from their starting points. Quality first teaching and formative assessment in the classroom is consistently good/better. Instructional coaching is embedded as a leadership strategy supporting and challenging teachers to improve their practise continuously. **Target set Autumn ‘21: All Pupil Premium pupils progress from their starting points in reading.  2022 KS1 targets for pupil premium pupils are: 56% Reading, 56 % Writing, 56%** Outcome achieved: 55% reading, 44% writing, 55% Maths – with strong WTS pupils.**Target set Autumn ‘21: 2022 Key Stage 2 targets for pupil premium pupils are: 73% Reading, 58% Writing, 73%** Outcome achieved: 73% Reading, 45% Writing, 64% Maths  **Target set Autumn ‘21: Pupils’ motivation and participation in lessons is high. Outcomes of academic and pastoral interventions evidence progress in defined areas.**Evidence to support improved outcomes:February 2022 SPR- In lessons observed, ‘levels of engagement were exceptional, children are developing a resilience to longer and more complex texts from Year 1 and a love of reading is clear’.‘During the visit it was clear that learning behaviours and levels of engagement are exemplary in all year groups. Corridor behaviour was equally strong.’In EY ‘Expectations were high, pupils’ personal development was being supported. As a result children were highly motivated and keen to join in co-operating with each other well.’‘Independent continuous provision absorbed the other children who remained engaged and on task throughout.’**Target set Autumn ‘21: Issues raised are identified and acted on quickly.**Outcome achieved: Families receive the right help at the right time- involving external agencies when necessary *Number of families supported to be confirmed* **Target set Autumn ‘21: Cost does not prohibit pupils from participating in educational visits/residential experiences and wider music offer.  At least 60% of PP pupils engage with residentials offered.**Outcome achieved: to be determined  Impact of experiences enhanced learning and raised attainment. Evidence of increased vocabulary in reading and writing outcomes. **Target set Autumn ‘21: Attendance of Pupil Premium pupils remains in line with that of their non pupil premium peers at school**Outcome 2022: The difference in attendance of PP/non-PP has increased by 1.31% since 2019. This is recognised in our 2022/2023 strategy.  |

## 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*

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| Programme | Provider |
| Oracy Education | Voice 21 |
| Early Speech and Language  | WELLCOM- GL Assessment |
| Reading+ | DreamBox Learning |
| Power Maths | Pearson Education |
| Read, Write Inc. Phonics & Spelling -online | Oxford Owl (OUP) |

# Further information (optional)

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| *Please return to our web page to view our Recovery funding report for 21-22* |