



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Allanson Street Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynsey Dingsdale Headteacher
Pupil premium lead	Michelle McLoughlin
Governor / Trustee lead	Shirley Nield Vice Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,138
Recovery premium funding allocation this academic year	£15,624
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£282,762
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

# Part A: Pupil premium strategy plan

## Statement of intent

At Allanson Street Primary School, our intent is to give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter. By doing this, we aim to ensure that children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

We serve a local area that falls within the top 1% most deprived areas nationally (Indices of Deprivation 2019). Many of our children live in economically challenging circumstances and experience daily the pressures of those circumstances.

Unfortunately, this means that our children face a wide range of barriers to their learning and, too often, require early help and social care involvement.

We are committed to providing a highly inclusive, nurturing environment where every child can reach their full potential.

To achieve this, we first ensure that our children's basic needs are met. A strong pastoral team, consisting of designated safeguarding lead teacher, pastoral manager, two pupil mentors and a sports coach, give children and their families the confidence to feel safe and well supported. Family support and nurture provision enables us to develop new relationships with vulnerable children and families. In addition, we provide a free breakfast club and unicycle provision to ensure that all of our children have a positive start to the day. We also work well with external agencies such as children's social care, speech and language teams and specialist teachers to ensure our children receive the very best support available.

We have constructed a curriculum that prioritises rich vocabulary and reading for pleasure, builds progressive knowledge that can be retained and enables children to find their passions and raises aspirations. To ensure the effective delivery of this, we aim to invest in quality, targeted CPD for all staff and support staff through rigorous appraisal to ensure that every child benefits from quality first teaching. In addition, every child has access to a cultural pathway which provides regular opportunities to promote and embed spiritual, moral and cultural development and the development of our school and British values.

We understand that disadvantaged children have been worst affected by partial school closures and that the attainment gap has grown as a result of National Lockdowns (EEF, 2021). We have continued, throughout the pandemic, to focus on overcoming any impact on our vulnerable and disadvantaged children, carefully monitoring the progress of individuals through an evidence-based gap analysis.

Our focus for 2021 – 2022 is:

- To develop children's metacognitive skills to motivate them as learners, help them to think creatively and increase their resilience when faced with a problem.
- To ensure that feedback is used by teachers to support children's progress, building learning, addressing misconceptions, and thereby closing the gap between where a child is and where we know they can be.
- To develop children's vocabulary and oracy skills as a means to communicate their thoughts and ideas and as an essential building block to improving reading and writing.

The key principles underpinning our approach are:

- That our pupil premium strategy links to all other aspects of our whole school strategic planning.
- Our actions are evidence-based on National research.
- A relentless focus on high quality of curriculum and teaching and learning is achieved through high quality training and support.
- Our actions are measurable with clear success criteria.
- That all members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play.
- That our plan will be responsive and flexible to meet any changing local and national needs.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Poor speech, language and communication</u></p> <p>Low level language skills have been exacerbated by Lockdown / Partial Lockdowns – Whole School Priority.</p> <p>The high prevalence of speech, language or communication needs among disadvantaged children is thought to contribute to the achievement gap that exists by the time children enter school and continues until they leave.</p> <p>At Allanson Street, we are acutely aware of the 30 million word gap by age 3 (Hart and Risley 2003). Upward of 50% of children starting school have language skills that are underdeveloped for their age. This language delay hampers children’s ability to learn, achieve and make friends. It significantly impacts on their literacy and numeracy development. Children have difficulty listening, paying attention, poor vocabulary, difficulty understanding language, difficulty organising and using language, immature sentences and difficulty taking turns.</p> <p>NELI assessments will be undertaken with the children in January 2022.</p> <p>Currently, Baseline assessments shows that 62% of our Reception Pupil Premium children are below ARE at Baseline on Entry. Of this same group of children, 81% are below ARE in comprehension and 90% are below ARE in word reading.</p> <p>Children need to expand their use of ambitious language and have exposure to high quality talk and texts in order to support their attainment of their Literacy and Communication and Language Goals.</p>

2	<p><u>Attendance</u></p> <p>Improving attendance, has historically been a significant challenge and this has been exacerbated by Covid 19. Positive cases and children awaiting PCRs continues to affect attendance. However, more significantly, is the number of families who are finding it difficult to get back into good routines of coming to school. Currently our attendance is below national average (94.5%) and the number of persistent absentees is significantly above national average (18%)</p>
3	<p><u>Limited life experiences</u></p> <p>Growing up in poverty means that many children at Allanson Street have a limited experience of cultural capital. Exploring their own town/local area and expanding their horizons to include visits to a range of places and experiences has traditionally been limited. At Allanson Street we recognise the importance of our children acquiring a wealth of knowledge, behaviours and skills which give them the desire to dream big and aim high regardless of their starting points.</p>
4	<p><u>Lack of readiness to learn</u></p> <p>We recognise that some of our children have reduced self- regard of themselves as learners and therefore do not enter school physically, mentally or emotionally ready to learn. This significantly impacts the progress they make and, in some cases, their enjoyment of school life and willingness to attend. At Allanson Street we aim to provide a wealth of opportunities to engage children, improve their general knowledge and boost their self-regulation and metacognitive skills therefore equipping them with lifelong skills and developing their self esteem and aspirations.</p>
5	<p><u>Low aspirations of both parents and children – academically, personally and behaviourally.</u></p> <p>Living in poverty means that low expectations and aspirations of parents / carers, particularly in terms of behaviour and educational achievement, are not unusual. The ratio of parents who attended higher education is extremely low and, for many children, they would be the first to aim for higher education. At Allanson Street we aim to provide our children with a stable, secure, nurturing, aspirational environment which equips them with the skills and confidence to be able to overcome difficulties in adult life and strive to make a positive contribution to their workplace and community.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure all children, particularly those who are disadvantaged, achieve at least	Adults and children will understand the impact of good attendance and

<p>96% attendance. To reduce persistent absenteeism to 10%. Getting children into school regularly will ensure that children receive a full education including any planned interventions and cultural experiences. This will ensure further gaps in learning are avoided and prepare children for the world of work.</p>	<p>punctuality has on children achieving their full potential.</p> <p>The attendance of disadvantaged children will be in line with national and school data for attendance and punctuality at 96%.</p> <p>A significantly reduced number of pupil premium children will be persistent absentees.</p> <p>Children's good attendance will reflect in improved attainment across the curriculum. For some children, we would also expect to see improved self-regulation and personal, social skills.</p>
<p>Feedback used effectively to enable children to develop a greater independent awareness of strategies for improving.</p> <p>Feedback will focus on the task, subject and self-regulation strategies providing the children with specific information on how to improve.</p>	<p>All staff will have a clear understanding of how to deliver effective, targeted, appropriate feedback.</p> <p>Children will use feedback to develop their knowledge, understanding and application of key concepts therefore improving their attainment across the curriculum.</p>
<p>Children will be able to understand and use a wider, richer vocabulary which includes increasingly complex subject specific vocabulary within each topic.</p>	<p>All staff have a strong grasp of standard English and subject specific vocabulary for their year group.</p> <p>Gaps in children's spoken language are identified and the 'vocabulary gap' is reduced.</p> <p>Children are able to use ambitious, subject specific vocabulary when answering questions and participating in discussions.</p> <p>Children have an increased capacity to speak, read and write like the artists, scientists, tradespeople and historians they aspire to become.</p> <p>Children will have good communication skills enabling them to:</p> <ul style="list-style-type: none"> <li>work well as a team</li> <li>make a confident, age- appropriate class/assembly presentation</li> <li>listen properly to others and respond</li> </ul> <p>Children will develop their love of reading and improve their ability to talk richly about books.</p>

<p>Children to develop metacognitive skills to motivate them as learners, help them to think creatively and increase their resilience when faced with a problem.</p>	<p>Pupil premium children with limited learning to learn skills will be identified early and receive the appropriate level of support to develop their ability to fully access and enjoy the curriculum.</p>
<p>The bedrock of our curriculum design will be the cultural capital children need to build upon and develop their existing knowledge base.</p>	<p>Children will take part in a free annual experience which will enhance and develop their learning, language and understanding of the wider world. Cultural capital will be an integral part of our curriculum design.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue on our journey towards becoming a 'Thinking School'.</p> <p>CPD (led by G&amp;M Murphy) will be ongoing over the course of the 2021-22 academic year.</p> <p>To embed the use of effective questioning techniques and thinking frames.</p>	<p>We are aware that metacognition and self- regulation approaches support children to think about their own learning more explicitly by the overt teaching of specific strategies. EEF research suggests the average impact of metacognition and self-regulation strategies is an additional 7 months' progress over the year.</p> <p>Explicit and structured teaching of these strategies coupled with effective feedback will encourage children to practise and use these skills with both more independence and frequency in the future. In turn this will support them in managing their own learning and overcoming challenges.</p>	<p>1, 3, 4, 5.</p>
<p>Feedback (CPD)</p> <p>To continue to develop our use of effective, targeted feedback which will enable children to make progress.</p>	<p>EEF research suggests the average impact of effective feedback strategies is an additional 6 months' progress over the year.</p> <p>Staff will develop their skills in delivering high quality feedback which focuses children's attention on the task, subject and self-regulation strategies both when work is correct and incorrect.</p>	<p>1, 4, 5.</p>

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

Budgeted cost: £197,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Intervention team to provide monitored intervention to ensure support is targeted on the specific areas needed to improve.	<p>Evidence indicates that teaching phonics is the best way to enable children to read with effective phonics teaching adding an additional 5 months' progress. The EEF guidance recommends that all schools use a systematic approach to teaching it.</p> <p>Rigorous monitoring by designated lead teachers ensures that intervention is purposeful, timely and effective in moving children on to the next stage of their reading journey thus ensuring they develop the early skills necessary to read widely and for enjoyment.</p>	1, 3.
Comprehension Intervention team to provide targeted academic support to explicitly link structured 1:1/small group tasks to classroom teaching.	EEF research suggests that reading comprehension strategies add an additional 6 months' progress over the year. Studies have shown that children eligible for FSM may receive additional benefits from being taught how to use a variety of reading comprehension strategies effectively.	1, 4.
<p>Tutoring for children in reading and maths from Years 3 – 6 to enable them to keep up and progress with their learning.</p> <p>Tutoring to be provided by school staff and tutors from Tutor Trust.</p>	EEF research suggests tuition targeted at specific needs and knowledge gaps can be an effective way of supporting children who are at risk of falling behind.	1, 4, 5.



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

Budgeted cost: £74,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team led by RG, EWS, SLA will provide targeted support for children who are classed as persistently absent and ensure rates of attendance are raised.	Centre for social justice research highlights the impact of Covid 19 on school attendance with the phrase- 'kids can't catch up if they don't show up'. If children miss school, they are deprived of the opportunity to form relationships with their peers and the chance to make vital links between their learning.	2.
Extra- curricular activities provided to ensure pupil premium children have access to a range of activities and opportunities.	EEF research suggests that physical activity has a wealth of benefits in terms of supporting physical health, mental health and overall wellbeing. Children from disadvantaged backgrounds may be less likely to attend after school clubs within the local community due to financial and travel restrictions therefore by offering sporting clubs and activities free of charge we are bridging the gap and offering our children an important experience that otherwise might not be available to them.	3, 4, 5.
First Steps family club will provide pre school children and families with the opportunity to engage and model good 'ready to learn' strategies/basic skills before entry to Nursery.	EEF research suggests that beginning early years education at a younger age appears to have a high positive impact on learning outcomes. Running a low- cost weekly family club for pre-school encourages parents who may be wary of school to engage with staff in a non-threatening way, building relationships and accessing support they may need. Staff model high quality interactions, simple, free games and activities to boost early vocabulary, literacy, numeracy and PHSE while ensuring parents feel safe and	1, 3, 4, 5.

	comfortable enough to talk and explore new ideas.	
Education enriching experiences provide children with greater access to cultural and events beyond the classroom thus broadening their horizons, raising aspirations and developing their speech and language.	OFSTED research on the importance of cultural capital opportunities discusses the importance of raising individuals who are knowledgeable about a wide range of culture, comfortable discussing its value and merits, and have been given a vast array of experiences and access to skill development.	1, 3, 4, 5.
WellComm Language purchase/assessments will focus interventions directly on those children who need them most to progress.	EEF evidence suggests that children from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills which may affect their school experience and learning later in their new lives. Embedding WellComm language and activities from Early Years upwards and throughout school as needed will develop children's essential communication and vocabulary skills.	1.
PASS assessments and intervention will support targeted children with developing strategies to deal with social, emotional and behavioural issues which impact on their ability to learn.	EEF research indicates that social and emotional learning approaches have a positive impact on average of 4 months' additional progress over the course of a year. Equipping children with the skills and strategies to effectively understand and regulate their own emotions will have a significant impact on both their overall wellbeing and attitudes to learning.	1, 4.
Pastoral team will work with socially and emotionally vulnerable children and families to ensure they receive specialist support and are signposted to appropriate	EEF research suggests that interventions focused on social and emotional learning encourage improvements in children's decision- making skills, interactions with others and their emotional self- regulation. Social and emotional learning	3, 4, 5.

<p>outside agencies as and when necessary.</p>	<p>approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of a year.</p> <p>Employing a variety of specialist intervention courses ensures that children have the tools to deal with their emotions and regulate their own behaviour more effectively.</p>	
<p>Breakfast Club will provide the most vulnerable/disadvantaged children with a safe and healthy start to the day.</p>	<p>Carmel McConnell, MBE, the founder of Magic Breakfast, stated, "A hungry pupil cannot learn, simple as that."</p> <p>Providing our children with a positive start to the day and better nourishment/nutrition sets out the stall for their readiness to learn and engagement with/ enjoyment of school as they are able to focus on the experiences offered rather than worrying about feeling hungry.</p>	<p>4.</p>

**Total budgeted cost: £282,762**

## 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.

On our return to school, we made use of standardised internal assessments alongside teacher judgements to plot the progress made by children over the past academic year and identify the most significant gaps in attainment. Curriculum planning was then adjusted accordingly to reflect this and incorporate appropriate targeted interventions.

Our assessment of the impact of our previous pupil premium strategic plan is outlined below:

During the Covid 19 pandemic we were able to ensure that safeguarding procedures, well-being and curriculum continuity were of the highest standard. During this time, all students received video recorded lessons for English and Maths from their class teachers, follow up tasks, made as appropriate and accessible for home learning as possible, and daily feedback on any work posted. In addition to this our target group of significantly vulnerable children/families received weekly check in calls from the pastoral team who ensured they had ready access to school resources (pens/paper etc as per our homework kits) and welfare needs were met through the distribution of FSM vouchers and foodbank items. All children also received check in welfare calls from their class teacher. On return to school all pupils who required it were issued with free, high quality school uniform from our unicycle programme. We received very positive feedback from parents during lockdown and upon return to school regarding both the quality of remote learning academic provision and the rigorous checks on children's welfare which therefore ensured as many children as possible returned to school in a strong position to resume face to face learning and make academic progress.

Key areas for further improvement remain a focus on good attendance, and on closing the attainment gap for all children, particularly our disadvantaged children, for whom the pandemic has had the greatest impact. This includes a significant focus on decreasing the gap in attaining GLD at the end of EYFS and ensuring children have the skills/engagement needed to become lifelong learners through developing staff training on metacognition strategies.

As such we will continue to monitor the numbers of disadvantaged children attaining GLD at the end of EYFS, passing their phonics screening check in Year 1 and achieving Expected/Expected + standard at the end of KS1 and 2.

On our return to face-to-face teaching, all efforts will also be made to track and improve the attendance of all of our pupils, especially those disadvantaged pupils whose attendance falls below the national benchmark of 96%.

During the coming academic year, we also intend to make up the shortfall of opportunities the children have had to develop their cultural capital through experiencing trips and activities which promote wider life experiences through implementing a carefully structured plan to ensure all year groups have access to experiences which enhance both their understanding of the current curriculum and their aspirations for future life experiences.

We will continue to build on all of the approaches outlined above and refocus on key priority areas to drive forward the progress, attainment and well-being of all of our pupils, especially those who experience significant disadvantage.

## 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

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*