

Pupil premium strategy statement – Petteril Bank School

This statement details our school's use of pupil premium (and recovery premium for the 2022- 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

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Bland
Pupil premium lead	Sarah Robson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89, 333
Recovery premium funding allocation this academic year	£9353
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£98 686
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

A part of Cumbria Education Trust, we have a shared understanding with all the constituent collaborative colleagues and schools. It is a common aim and mission to ensure that we do all we can to enable every young person within our care to “Be the Best you Can Be”.

We will do this by having an unrelenting focus on how we can have the greatest impact upon improving the life chances of pupils at Petheril Bank School and across CET.

CET Statement of Intent:

To: Raise Standards, Opportunities and Aspirations across all schools in the Trust.

By:

- Having inspirational teaching & learning across all schools
- Working collaboratively and innovatively, being outward facing
- Implementing a diverse and creatively rich curriculum, which is educationally and financially sound
- Having a culture that is open, honest and challenging
- Training and developing staff in a way that is relevant, accessible and that embraces digital technology
- Having clear lines of accountability
- Having and nurturing great leaders across the organisation
- Understanding and learning from stakeholder feedback

In order to:

- Improve the educational provision (and, in turn, outcomes) for ALL students.
- Create a memorable and solid foundation for lifelong learning.
- Improve the life chances of disadvantaged students

Challenges

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

Challenge number	Detail of challenge
1	Low phonic knowledge at EY/KS1 and subsequent poor spelling at KS2 has an impact on reading and writing standards across the school.
2	Low mathematical knowledge and basic understanding of number as a foundation.
3	Increase in social, emotional, and mental health needs which impacts confidence, resilience, behaviour and attitudes to learning.
4	Attendance and safeguarding issues impact more heavily on PP children in school than NPP; these issues contribute to significant barriers to progress for PP children.
5	Readiness for learning, including varied levels of parental engagement and support.
6	Low aspirations, awareness of the wider world and the opportunities available.

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
<p>Phonics knowledge will be secure for all PP children allowing them to become fluent readers.</p> <p>Writing and spelling skills to be improved through dialogue in class, rich use of vocabulary across the curriculum.</p> <p>Targeted writing and spelling support will lead to rapid closing of the gaps.</p>	<p>PP children will achieve in line with national standards in the phonic check and gaps in knowledge will be closed.</p> <p>Rich and varied vocabulary will be evident in children's writing.</p> <p>Improvement in spelling scores across all year groups.</p>
<p>Improve children's outcomes in mathematics. Number skills to be improved</p>	<p>PP will close the gaps in their number knowledge and make good or better progress in Maths.</p>
<p>Attendance will at least be in line with National averages or better, with PA continually reducing to national average or better.</p>	<p>Attendance improves which impacts on progress.</p> <p>PP PAs will reduce to levels comparable with non PP peers; this will impact on access to the curriculum and progress.</p>
<p>Children will be able to access their learning without their emotional needs preventing them from doing so.</p>	<p>PP pupils will start the day positively and make better progress as a result. Children will attend regularly and have a positive attitude to school.</p>
<p>Pupil's self-worth, confidence and resilience will be improved.</p>	<p>Pupils are emotionally ready to learn and books show that they are producing the same or a higher quality and amount of work as their peers. Pupils can also talk positively about themselves and life at school.</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: £ 35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics CPD and whole staff development for Reading Lead to coach and support staff throughout the year</p> <p>Reading lead to be lead practitioner and support staff through practice and coaching across the year (teachers and TAs).</p> <p>(£11 000)</p> <p>Staff to attend Phonics Pupil Progress meetings half termly and be active in phonic tracker analysis and keep up groups.</p> <p>Staff to have CPD on strategies to engage parents and help them to support their child's reading.</p> <p>TAs deliver Phonics teaching.</p> <p>Year 1/2 teacher and Reading Lead to attend Ruth Miskin Leadership Training (£640)</p>	<p>EEF 'Effective Professional Development'</p> <ul style="list-style-type: none"> • When designing and selecting professional development, focus on the mechanisms • Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice • Implement professional development programmes with care, taking into the consideration with the context and needs of the school <p>EEF 'Improving Literacy in Key Stage 1'</p> <ul style="list-style-type: none"> • Develop pupils' speaking and listening skills and wider understanding of language • Effectively implement a systematic phonics programme • Teach pupils to use strategies for developing and monitoring their reading comprehension • Teach pupils to use strategies for planning and monitoring their writing • Use high quality information about pupils' current capabilities to select the best next steps for teaching. 	<p>1</p>
<p><i>Quality first teaching Staff training/CPD programme</i> (£6351.48 = time for all subject leads 3x yearly + ½ day weekly for EYFS lead)</p>	<p>Research has found that disadvantaged pupils have been the worst affected by partial school closures (EEF). More able disadvantaged pupils are the group at highest risk of underachievement (EEF).</p>	<p>1, 2, 3, 5</p>

	<p>High quality CPD is essential to follow EEF principles. CPD is followed up during staff meetings and INSET. We are part of Orgill English Hub.</p> <p>All staff to lead effectively. Subject leads are released at least once a term.</p>	
<i>SENCO Termly 1:1 meetings with staff.</i>	13% of disadvantaged pupils have SEND/learning difficulties. 70% of the children with EHCPs for significant SEND/learning difficulties, requiring high levels of care and additional medical and intimate care needs are also classed as disadvantaged.	1, 2, 3, 4, 5,
<p><i>Reading</i></p> <p>Library refurbishment (£5545)</p>	<p>In order to promote a real love of reading within our school, a dedicated library space will be created. Classes and individual pupils can access the area and all will be encouraged to use the area on a regular basis.</p> <p>Lunchtimes will be manned by staff. This feeds into our whole school focus of improving vocabulary.</p>	1
<i>Continued Read, Write, Inc phonics delivery and training for new staff, delivered by Ruth Miskin Consultant trainer. (£2625)</i>	<p>RWI is used across EYFS, KS1 and LKS2. All pupils in YR to Y2 and some in Y3 and Y4 to be taught phonics in smaller groups with targeted teaching.</p> <p>All staff have been trained to use RWI.</p> <p>Half-termly assessment check points will be used to check progress and inform the next teaching sequence.</p> <p>EEF +5 Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average five months progress. Research suggests that phonics is particularly beneficial for younger learners (4-7) year olds as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early</p>	1

	<p>readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 31 969.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonic Interventions</i> Reading leader/STA half termly phonic tracker and groupings to add in early 'Keep up' interventions. (£6596.46)</p> <p>Read, Write, Inc. Phonics interventions delivered via STA daily. (£8245.38)</p> <p>1:1 'Fresh Start' tutoring for Y5/6 PP pupils who are assessed as not having age-appropriate reading skills due to poor phonic knowledge. (£6132.36)</p>	<p>EEF +5</p> <p>EEF 'Making Best Use of Teaching Assistants'</p> <ul style="list-style-type: none"> • Use TAs to deliver high quality 1:1 and small group support using structured interventions. • Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction. • <p>Findings from best-evidence synthesis of strategies for struggling readers living in poverty – What works for struggling readers? – identify that:</p> <ol style="list-style-type: none"> 1) Structured phonics-based approaches in general, work better than non-phonics based interventions 2) Intervening immediately is most effective for primary reading, where preventative whole-class reading strategies are adopted first, followed by tutoring for the small number of pupils who still need it. 	1
<p><i>Reading Interventions</i></p>	<p>EEF +6</p> <p>EEF 'Improving Literacy in KS1'</p>	1

<p>-Additional 1:1 reading for those who do not read at home.</p>	<ul style="list-style-type: none"> • Use high quality structured interventions to help pupils who are struggling in their literacy <p>EEF 'Improving Literacy in KS 2'</p> <ul style="list-style-type: none"> • Develop Pupil's language capabilities • Teach reading comprehension strategies through modelling and supported practice • Target teaching and support by accurately assessing pupils needs Use high quality structured interventions to help pupils who are struggling with their literacy 	
<p><i>Targeted 1:1 and small group Interventions with STA to deliver targeted support based on assessment of need and enhance quality first teaching.</i></p>	<p>EEF +4</p> <p>According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment."</p> <p>Robust, specific time-managed interventions with high quality staff will address specific needs identified through ongoing assessment.</p> <p>EEF evidence shows that targeted deployment, where teaching assistants are trained to deliver an intervention to a small group or individuals is shown to have a high impact.</p>	<p>1, 2, 3, 5</p>
<p><i>Targeted use of STA in Y6 every morning. (£9894.69)</i></p>	<p>EEF +4</p> <p>Research from the EEF shows that both targeted interventions and universal approaches have positive overall effects.</p> <p>Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £31 716.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Engagement and Well-being Officer</i></p> <p>Appointment of EWO to improve attendance of PP pupils, reduce Pas and run emotional literacy/resilience programmes to support PP pupils experiencing social and emotional barriers to attendance and progress. (£15,791)</p>	<p>This whole child approach will ensure there is no 'disconnect' between the pastoral barriers to educational achievement facing pupils eligible for the pupil premium and the teaching and learning initiatives which school is funding through the pupil premium (NGA).</p> <p>DFE research shows that the higher the pupil absence rate across KS2 the lower attainment at the end of KS2.</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement strategies are typically more effective with parents of very young children.</p> <p>The EEF Guidance report has four recommendations when working with parents. Recommendation 4 is to offer more sustained and intensive support where needed.</p>	<p>3, 4, 5, 6</p>
<p><i>Readiness for learning</i> – Breakfast club, milk and fruit to promote a healthy diet.</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of the year.</p> <p>Positive research showing that reducing the stress of the morning routine for families and children by providing a breakfast club can help with attendance and sociability. IRIS</p>	<p>4, 5</p>
<p><i>School Counsellor</i></p> <p>(£7800 = 5x pupils per week over 39 weeks)</p>	<p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p>The latest edition of the whole school or college approach, updated for Autumn 2021 by Public Health England (PHE) and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice. This document states:</p>	<p>3, 4, 5, 6</p>

	<p>‘Early intervention to identify issues and provide effective support is crucial. The school’s role in supporting and promoting mental health and wellbeing can be summarised as: 1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos. 2. Identification: recognising emerging issues as early and accurately as possible. 3. Early support: helping pupils and students to access evidence informed early support and interventions. 4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.’</p>	
<p><i>Enrichment opportunities including sports, art, performances.</i> (£5325.06)</p>	<p>EEF +3</p> <p>Evidence on the attainment impact of enrichment activities is variable, though arts participation in particular can lead to increased attainment across the curriculum. Further potential benefits of increased participation in enrichment revolve around improved mental health, cultural literacy, fit and healthy lifestyle, school representation, further advanced learning, and access to broader networks and social benefits</p>	3, 4, 5, 6
<p><i>Help with uniform (school and PE)</i></p> <p><i>Help with trip costs and after school clubs where applicable.</i></p> <p>£2000</p>	<p>Pupils from lower socio-economic households are less likely to afford the cost of school uniforms, trips and extra-curricular activities.</p> <p>Enable disadvantaged pupils the opportunity to attend visits and trips throughout the school year that they would not be able to afford without financial support from school. This will broaden pupil’s outlook, providing them with a variety of opportunities so they can make informed decisions in the future. Wider benefits such as more positives attitudes to learning and</p>	5, 6

	<p>increased well-being have been reported.</p> <p>Many visits are linked to the topics that pupils study. It is essential for a pupils own wellbeing that they experience different settings before writing about it.</p>	
<i>Incidentals</i>	£800	

Total budgeted cost: £98 686

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching Priorities:

The development of reading, including phonics.
Quality first teaching, including staff CPD programme

Review:

- A structured programme of targeted training and CPD was delivered to teaching and support staff throughout the academic year 2021-2022 which included: training all staff in the delivery of RWI on an ongoing basis; training for tutoring; training for VIPERS; training on emotional resilience and training on identification of SEND. This has led to enhanced teaching and learning across school which specifically targets disadvantaged pupils- the majority of teaching is good or better and excellent teaching is shared and modelled.
- The focus on the teaching of reading, including phonics had a significant impact on the outcomes of pupils in 2021-2022, with 92% of pupils achieving at or above the expected standard at the end of reception. 59% of Y2 pupils passed the phonics compared to 42% in 2020. SATs results for KS2 had significantly improved on previous data (60% July 2022).

Targeted academic support:

1:1 and small group interventions with STA and academic mentor to deliver targeted support based on assessment of need and enhance quality first teaching.

Review:

- In KS2, the deployment of a skilled STA to deliver a range of targeted interventions to disadvantaged pupils throughout the academic year 2021-2022 led to improved progress for key pupils; this was focused primarily on disadvantaged students in Y6 and enabled them to access the full core curriculum more successfully through strengthening basic skills and key concepts. At KS1, a skilled STA and academic mentor delivered a range of interventions to pupils experiencing barriers to progress and this led to gaps closing as children acquired the key skills they need to access the curriculum. This impacted significantly on the outcomes in phonics and KS1 SATs at the end of the year.
- 1:1 'Fresh Start' tutoring was delivered to Y5/6 pupils who had been assessed as not having age-appropriate reading skills due to poor phonics knowledge. This led to significant improvements in progress for disadvantaged pupils and was reflected in the progress made from baseline assessments.
- Read, Write, Inc phonics delivery and training enabled the Y3/4 cohort of disadvantaged pupils to close the gaps in their phonics knowledge and improve their

reading fluency skills -this enabled them to access the LKS2 curriculum at an age appropriate level.

Wider Strategies:

Funding to enable disadvantaged pupils the opportunity to attend after school clubs, visits and trips throughout the school year that they would not be able to afford without financial support from school.

Access to school counsellor to support PP pupils experiencing social and emotional barriers to attendance and progress.

Review:

- Pupils in Year 5/6 accessed a 5 day outdoor residential experience which enabled disadvantaged pupils to positively address social and emotional barriers to learning - pupils identified themselves that they had improved resilience for learning and were better able to deal with difficulties.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read, Write Inc Phonics package	Ruth Miskin Phonics Training
Jigsaw PSHE	Jigsaw
Charanga	Charanga
Spelling Shed	EdShed

Further Information (optional)

Pupil premium children receive 'first response' strategies from teachers during learning time. PP children are highlighted on all teachers' English and Maths planning and this is annotated after every lesson to show progress/gaps to ensure timely interventions on the day. Pupil Premium children are given enhanced access to after school/extracurricular activities and costs are covered where required for schools trips/residentials etc.