



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	Allington Primary School
Number of pupils in school	465
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	C. Howson, Head Teacher
Pupil premium lead	E. Burton-Grange, Inclusion Manager
Governor / Trustee lead	L. Duckett, Governor for Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41695
Recovery premium funding allocation this academic year	£ 4495
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	£46190

Part A: Pupil premium strategy plan

Statement of intent

At Allington Primary School, our aim is to use Pupil Premium funding to improve and sustain higher attainment for disadvantaged pupils, thus leading to the closing of the attainment gap between them and their non-disadvantaged peers.

During the period of this strategy plan, we will be focusing Pupil Premium funding on the challenges we have identified as negatively impacting on our disadvantaged pupils' attainment: reduced exposure to high-quality reading and enrichment opportunities, lateness and attendance, poor communication and language skills and social, emotional and mental health issues.

Our approach draws on common challenges disadvantaged pupils may face, but also takes into account challenges that have been identified as specially impact disadvantaged pupils at Allington.

To ensure our strategy is effective, we will:

- Adopt a whole-school approach, which is linked to our School Development Plan, where all staff will take responsibility for promoting high standards of achievement for disadvantaged pupils.
- Ensure early identification of challenges impacting on disadvantaged pupils' ability to engage with school life, and implement personalised strategies to help them overcome these.
- Regularly review the effectiveness of our Pupil Premium Strategy and make changes to provision where necessary and appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Reduced exposure to high quality reading materials outside of school. <i>Available assessment data from 2020-21 shows that 59.5% of disadvantaged pupils achieved the expected standard or higher in Reading, compared with 80.0% of all children.</i>
2	Reduced exposure to enrichment opportunities outside of school. <i>Our observations and discussions with children and families indicate that disadvantaged children have reduced access to cultural opportunities which are impacting on their understanding of the curriculum and contributing to the attainment gap. This has been backed up by national findings which have ultimately led to an increased focus on improving 'cultural capital' within the curriculum.</i>
3	Increased likelihood of lateness and poor attendance. <i>In 2020-21, there was a 3% attendance gap between disadvantaged and non-disadvantaged pupils. At present, there is a 4% attendance gap, with 29% of our disadvantaged pupils presenting as persistent absentees (an attendance of 90% or less). Lateness is being closely monitored in 2021-22; at present, disadvantaged children are 5 times as likely to be late than non-disadvantaged pupils.</i>
4	Increased likelihood of underdeveloped oral language and reduced vocabulary,

	<p>as well poorer communication skills in general.</p> <p><i>EYFS baseline revealed reduced language and communication skills across the year group. Language Link screening reveals that 16.7% of EYFS children require some form of receptive language intervention; Speech Link screening reveals that 16.7% of EYFS children require some form of expressive language intervention.</i></p> <p><i>At present, 8.2% of interventions are focused on oral language, communication or vocabulary. Of these, 10.9% are targeted at disadvantaged pupils.</i></p>
5	<p>Increased likelihood of social, emotional and mental health issues as a result of home life challenges.</p> <p><i>At present, 2.5% of interventions are focused on social, emotional and mental health needs. Of these, 35.7% are targeted at disadvantaged pupils.</i></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 continue to refine and embed our approach to the teaching of reading and writing throughout the school	<p>There will be a consistent approach to phonics teaching across EYFS/KS1.</p> <p>Children will have access to high-quality reading and learning materials which align with their phonics teaching in class and will support their phonic knowledge development.</p> <p>Children from disadvantaged backgrounds will make good progress in reading and writing, supporting them to close the gap between them and their peers.</p>
To provide opportunities through whole-class teaching and through targeted intervention for language development.	<p>Language screening will be routinely used throughout the school to support intervention planning, demonstrate progress with language development and assist with referrals to external professionals.</p> <p>Informed by baseline assessments, early teaching in the EYFS will have a focus on improving language and communication skills of disadvantaged children.</p> <p>Targeted, personalised intervention will be in place for children with identified language needs.</p> <p>Referrals for children with language and communication needs will be timely, to enable them to access appropriate external support.</p>

<p>To strengthen home-school partnerships in order to improve children’s overall wellbeing, attendance and educational achievement</p>	<p>Parents and children will have a designated point of contact for support.</p> <p>Home-school partnerships will be strong and trusting relationships will be built.</p> <p>Families will be well-supported, with both internal and external support strategies.</p> <p>Vulnerable pupils will have good emotional well-being and will make progress with their targets.</p>
<p>To review and embed the attendance policy, focusing on improving the attendance of persistent absentees and school avoiders by supporting parents and improving children’s resilience.</p>	<p>The number of persistent absentees will reduce over the course of the academic year.</p> <p>School avoiders will be supported to reduce their anxiety and improve their attendance.</p> <p>Parents will be supported to improve their children’s punctuality and attendance.</p> <p>Children will be in school more consistently, resulting in overall improved well-being and academic achievement.</p>
<p>To further improve support for children with complex social, emotional and mental health needs.</p>	<p>A designated mental health lead will be appointed and trained.</p> <p>A plan for a whole-school approach to positive mental health and wellbeing will be in place.</p> <p>Working alongside mental health provision in the local area, the school will provide mental health support which fills existing gaps, thus ensuring good mental health for all.</p> <p>Staff will be trained to recognise and support difficulties children may have as a result of attachment issues or trauma, to support children’s overall wellbeing and development.</p> <p>Staff will be trained to deliver high-quality social skills interventions, with clear start and end points, to support children’s social development.</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: £4200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train EYFS and KS1 teaching and support staff in Read, Write Inc.	<p>The EEF Toolkit – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</p> <p>The EEF Toolkit states that ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.’</p> <p>Department for Education – The Reading Framework (July 2021)</p> <p>This document outlines the importance of teaching reading using a Systematic Synthetic Phonics programme.</p>	1
Renew Now Press Play subscription to enhance children’s learning.	<p>Department for Education – Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> <p>The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up.</p>	2

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

Budgeted cost: £23506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renew Speech Link & Language Link	<p>The EEF Toolkit – ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p>The EEF Toolkit states that oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress’ and that ‘approaches that focus on speaking, listening and a</p>	4

	combination of the two all show positive impacts on attainment’.	
Specific TA to deliver personalised expressive and receptive language interventions.	<p>The EEF Toolkit - ‘There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.’</p> <p>The EEF Toolkit states that oral language interventions have ‘a high impact on pupil outcomes of 6 months additional progress.’ It also states that ‘language interventions with frequent sessions that are delivered over a sustained period may have a larger impact, overall’ and ‘approaches that are delivered one-to-one also have larger impacts’.</p>	4
Sign all PP children up to LetterBox Club.	The BookTrust Research Library - The BookTrust have conducted a number of surveys and studies which indicate that LetterBox Club has a positive impact on children’s willingness to read and their confidence with reading, as well as facilitating increase engagement from parents and carers with their child’s reading.	1
Purchase additional Read, Write Inc. resources to support children needing a more personalised approach or additional home learning.	<p>The EEF Toolkit – ‘It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’</p> <p>The EEF Toolkit states that ‘The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.’</p> <p>Department for Education – The Reading Framework (July 2021)</p> <p>The Reading Framework (July 2021) states that ‘To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.’</p>	1
Provide small group tutoring for targeted groups of PP children.	The EEF Toolkit – ‘Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching	1, 4

	<p>which can support pupils to overcome barriers to learning and increase their access to the curriculum.’</p> <p>The EEF toolkit states that ‘the average impact of the small group tuition is four additional months progress, on average, across the year.’</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-introduce the role of Family Liaison Officer to improve parental engagement and attendance.	<p>The EEF Toolkit – ‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.’</p> <p>The EEF Toolkit states that ‘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.’</p>	3, 5
Provide training to key members of staff on attachment difficulties and early trauma.	<p>PAC-UK – ‘Children and young people who have experienced early life trauma can experience a range of challenges in school. The Department for Education is increasingly recognising the long term impact of trauma and loss. Education providers can use Pupil Premium Plus to purchase any of our specialist education services.’</p>	5
Train two key members of staff to be Designated Senior Mental Health Leads.	<p>Department for Education - Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	5
Access to professional services to support additional needs i.e. play therapist, educational psychologists etc.	<p>Mental Health Foundation – ‘A growing body of evidence...has shown there is a strong socioeconomic gradient in mental health, with people of lower socioeconomic status having a higher likelihood of developing and experiencing</p>	5

	mental health problems.'	
Subsidise trips, extra-curricular activities and uniform for PP children in need of support.	<p>Sandringham Research School – ‘subtle interactions and relationships are more important than big interventions...Part of this needs to be creating a sense of belonging, by enabling pupil premium students to access clubs and extra-curricular.’</p> <p>Department for Education – Teaching a Broad and Balanced Curriculum for Education Recovery (June 2021)</p> <p>The Government continues to focus on the teaching of a broad and balanced to help children, including those disadvantaged children hit hardest by the effects of Covid-19, to catch up. This includes wider school experiences such as school trips and external visitors.</p>	2, 5
Subsidise breakfast and after-school club for PP children in need.	<p>The EEF Toolkit - ‘...a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1... Breakfast club schools also saw an improvement in pupil behaviour and attendance.’</p>	3, 5
Provide free school milk for children.	<p>Department for Education – The DfE have offered a free or subsidised milk scheme for many years, designed to boost basic nutrition for the most vulnerable pupils.</p>	5
Contingency fund for acute issues.	<p>Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.</p>	All

Total budgeted cost: £46190

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.

The full reviewed Pupil Premium Strategy for 2020-21 is available on the school's website.

Academic Data

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However the School completed our own internal assessments which are used in conjunction with other data and outcomes to assess the impact of our Pupil Premium Strategy.

Progress of disadvantaged children in all subjects in 2020-21 was comparable to or exceeded that of all children. Supporting accelerated progress to begin to close the attainment gap continues to be an area of focus for the School.

Attainment (YR-Y6)	PP			All		
	ARE + Aut	ARE + Spr	ARE + Sum	ARE + Aut	ARE + Spr	ARE + Sum
Reading	70.8%	58.6%	59.5%	77.8%	68.6%	80.0%
Writing	42.1%	40.9%	43.1%	56.8%	64.1%	57.7%
Maths	63.0%	52.7%	64.5%	63.0%	72.7%	77.3%

Progress (Y1-Y6)	PP			All		
	Exp + Aut	Exp + Spr	Exp + Sum	Exp + Aut	Exp + Spr	Exp + Sum
Reading	83.0%	73.3%	90.4%	91.5%	80.8%	84.2%
Writing	75.5%	63.8%	80.0%	94.0%	79.8%	80.6%
Maths	80.5%	72.4%	84.3%	95.0%	83.0%	85.7%

Attendance Data

Data for 2020-21 shows that the attendance of disadvantaged pupils continues to fall short of the School's target of 97% in most year groups. Promoting good attendance of our disadvantaged pupils remains a focus.

YR	92.3%
Y1	92.2%
Y2	97.7%
Y3	95.9%
Y4	94.6%
Y5	92.9%
Y6	93.9%

Monitoring Activities

Monitoring activities and intervention tracking were severely disrupted by on-going Covid-19 measures throughout 2020-21. As a result, a number of our original outcomes on our Pupil Premium Strategies were not able to be reviewed. Please see the reviewed 2020-21 Strategy on the School's website for more detailed information.

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
Read, Write Inc.	Ruth Miskin Training
Literacy Shed Plus	Education Shed
Spelling Shed	Education Shed
Times Table Rock Stars	Times Table Rock Stars
Purple Mash	2Simple
Now Press Play	Now Press Play