

Pupil premium strategy statement – PARTINGTON CENTRAL ACADEMY

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	316 (340 inc. N)
Proportion (%) of pupil premium eligible pupils	49% (168)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	<i>Anita Edwards,</i> Executive Headteacher
Pupil premium lead	<i>Anita Edwards,</i> Executive Headteacher
Governor / Trustee lead	Janet Barker, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,738
Recovery premium funding allocation this academic year	£22,330
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£251,068

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ✓ Provide an ambitious curriculum that is rich in experiences that enhance learning and provide opportunities to further develop cultural capital.
- ✓ Provide a safe, happy and supportive school community ensuring that children are prepared for each day and able to engage in learning.
- ✓ Have a clear focus on early identification of need to provide appropriate support for individual families.
- ✓ Ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- ✓ Create a culture that supports children to achieve more academically and socially.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speech and Language</u> Assessments (Baseline, Wellcomm), observations, and discussions with pupils and staff indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through

	to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<u>Early Development / Attainment on-entry</u> Early development needs not met due to lockdowns. Delayed identification of SEND / additional needs. Well-below on-entry.
3	<u>Complex/Vulnerable Families</u> Observations and discussion with families, referrals and shared information from other professionals indicates the need for direct, multi-agency support for families in crisis, families facing multiple challenges and those severely impacted by the cost-of-living crisis. 0.34 on the deprivation index (almost twice NA)
4	<u>Attainment</u> Rec Baseline data, Y2 SATs and Y6 SATs indicate lower attainment levels in writing compared to national benchmarks. Below national benchmarks in reading, maths and combined at the end of KS2 – both expected and higher level. Broadly in line in expected writing. Below in greater depth writing.
5	<u>SEMH</u> Our assessments, observations, Cpoms logs and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<u>Attendance</u> Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 90% - 91%, lower than for non-disadvantaged pupils and the school overall. 35.2% - 39.2%% of disadvantaged pupils have been 'persistently absent' compared to 23.5% - 27.6% of the school overall during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	<u>SEND</u> High % of SEND pupils including those with/without EHCPs. 21% of the school population are on the SEN register.

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
1. Improved oral language skills, vocabulary and	Target vocabulary is explicit in the curriculum. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with

reading among disadvantaged pupils.	other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Y6 SATs data.
2. Individual needs of pupils are identified at the earliest opportunity and appropriate support is put in place.	Children can access learning at their stage of education. Key needs are identified and appropriate referrals and support enable pupils to access the relevant curriculum. Pupils access specialist support. Results at the end of KS2 show achievement is in line (or above) national averages in Reading, Writing and Maths at expected and higher levels.
3. Families access the appropriate agency/school support ensuring that children are not placed at a disadvantage in the school environment.	Timely and tailored support enables families to navigate through their current challenges, including support for parents as well as your child(ren). Children attend school, engage successfully in learning and access extensive enrichment opportunities without disadvantage. Pupils have the appropriate uniform, equipment, nutrition and specialist support as required.
4. Reading, Writing, Maths at Y6 expected and GD levels are in line with national benchmarks.	Children make strong progress in R,W,M through EYFS and KS1 and access the curriculum at an appropriate level. Pupil books evidence age-related skills being used in R,W,M. Y6 SATs attainment is at least in line with national averages for expected and greater depth in R,W,M. Y6 SPaG data shows children are at least in line with expected and greater depth national averages.
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a reduction in behaviour incidents (Cpoms logs) • high levels of participation in enrichment activities • 0% suspensions, 0% PE
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils (and for PP) being in line with national average • the percentage of all pupils (and for PP) who are persistently absent being in line with national average
7. SEND children have high engagement in learning, access enrichment opportunities and have the appropriate support in place to make progress.	SEND children can access the curriculum and adaptations enable them to achieve. Specialist support and programmes are in place to meet the needs of individual pupils.

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: **£109,317**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key vocabulary embedded throughout the curriculum. Oral interventions planned and taught during lessons.	EEF	1, 4
Read Write Inc Phonics programme to taught to secure strong phonics results for all pupils. Collaboration with English Hub to develop Early Reading and enhance reading provision to N- Y6	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. EEF	1, 2, 4
Enhancement of our maths teaching and curriculum planning. Teacher/SENDco time to embed key elements of guidance in school and to access Maths Hub resources and CPD.	DfE non-statutory guidance EEF Maths Hub	2, 4, 7
Enhancement of our reading teaching and curriculum planning. Teacher/SENDco time to embed key elements of guidance in school and to access English Hub resources and CPD.	DfE non-statutory guidance EEF English Hub	2, 4, 7
Enhancement of our writing teaching and curriculum planning.	EEF	2, 4, 7

Teacher/SENDco time to embed key elements of guidance in school and to and deliver research-based CPD.		
<p>Improve the quality of social and emotional learning and pupils' understanding of their place in the world.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>PSHE curriculum / Picture News</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF</p>	3, 5

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

Budgeted cost: **£54,254**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA-led S&L assessments and programmes (Wellcomm, Blast etc.)	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF</p>	1, 4
TA supported programmes – IDL, Fast Track Phonics	EEF	1, 2, 4, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub .	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF</p>	1, 2, 4, 7

Engaging with the National Tutoring Programme to provide 1:1 and small group tutoring for pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£64,001**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Behaviour Hub protocols, policies and procedures with the aim of developing our school ethos and improving behaviour across school. CPD for teaching full team	“Creating A Culture: How School Leaders Can Optimise Behaviour” Tom Bennett DFE independent review Behaviour interventions EEF	2, 3, 4, 5
1:1 Specialist Outreach Support (Behaviour, SALT)	Both targeted interventions and universal approaches can have positive overall effects. Behaviour interventions EEF	1, 2, 3, 4, 5
Social skills groups interventions (TA-led)	EEF	1, 3, 5, 7
Coordinated approach with the local authority and our Safeguarding Officer and SENDco. Identifying and presenting cases to Trafford Teams Together panel for bespoke family support packages and service delivery. (Early Intervention)	EEF	2, 3, 6, 7
Supporting families with basic needs – uniform, breakfast, breakfast club, Kidzone, fruit, educational materials	Inclusion	3, 5, 6
Enrichment Clubs Programme Curriculum enhancements: Experiences/Visitors/Trips & Visits/Workshops	Inclusion	3, 5, 6, 7

Enrichment activities heavily subsidized to ensure opportunities are available to all.		
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Total budgeted cost: £227,572 (contingency £23,496)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data:

Y6 Expected SATs 2023

Y6	Reading	Writing	SPaG	Maths	Combined
2023	63%	69%	58%	67%	46%
National	73%	71%	72%	73%	59%

Y6 Higher Level SATs 2023

Y6	Reading	Writing	SPaG	Maths	Combined
2023	19%	0%	15%	17%	0%
National	29%	13%	24%	30%	8%

Average Scaled Score

Y6	Reading	SPaG	Maths
2023	103	101	103
National	105	105	104

Progress

Y6	Reading	Writing	Maths
2023	-0.71	0.46	0.18

Average progress for disadvantaged pupils in 2022 (National Average)

National average for disadvantaged pupils ?

-0.83

-0.76

-1.15

Y2 SATs

Y2	Reading	Writing	Maths
2023	51%	38%	60%
National	68%	60%	70%

Y1 Phonics

77% (NA 79%)

EYFS

57%

Attendance 93.1%

Persistent Absenteeism 23.5%

Absence among disadvantaged pupils was 2.1% higher than their peers overall in 2022/23 and persistent absence 11.7% higher. We recognise the gap in persistent absenteeism is too large which is why supporting our vulnerable PP families in challenging circumstances is a focus of our current plan.

Our observations, data and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. This area remains a key priority.

Externally provided programmes

Programme	Provider
1:1 Behaviour Outreach Support	Longford Park
Residential / OAA activities	Robinwood Outdoor Education Centre
Workshops/trips/visitors	Various providers

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A