

## 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	The Quinta Primary
Number of pupils in school	403 (401 - 2022)
Proportion (%) of pupil premium eligible pupils	6% (9.7% - 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-23
Date this statement was published	21.10.2021
Date on which it will be reviewed	Annually August 2022
Statement authorised by	W. Sharpe
Pupil premium lead	K. Bernard
Governor / Trustee lead	D. Roberts

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,625 £36,010 (2022)
Recovery premium funding allocation this academic year	£3,770 £3915 (2022)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£39,395 £39,925 (2022)

# Part A: Pupil premium strategy plan

## Statement of intent

The Quinta Primary School receives a 'Pupil Premium Grant' from the Government for each child that is eligible for free school meals ('FSM'), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority(LAC), children of armed forces personnel and children who have been adopted.

As an inclusive school, The Quinta primary believes all pupils are entitled to a high quality education that is both broad and balanced. We understand that not all pupils begin their educational journey at the same starting point and neither do they all have the same barriers to progress. As a result our key principles are to **identify, implement and measure the impact** of research based strategies that will ensure every pupil has the best possible environment to flourish personally in the broadest sense. This means our pupils will be provided with the best chance to succeed in their preparation for the next phase of education.

Initially an assessment takes place for every pupil premium child to identify any barriers to progress. From this information, an initial strategy is drawn up to address these identified needs within this narrow group. The wider disadvantaged group is then analysed to identify barriers and where there is overlap, these needs are met through the same strategies.

The school employs an Emotional Literacy Support Assistant (ELSA), a behaviour specialist and attendance officer. These roles are subsidised by the pupil premium funding as they play a significant part in ensuring pupils attend and are emotionally resilient and prepared for learning. Funding is also used where necessary to support a small number of pupils for maths work at a more bespoke level.

Funding is used to support educational visits these children may be required to go on.

Mrs Bernard has been the Pupil Premium lead for the school since September 2020.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance</i>
2	Emotional resilience and self regulation
3	Behaviour and attitude to learning
4	Low prior attainment in core subjects
5	Access to high quality teaching

## 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
<i>Improve attendance for all pupils</i>	<ul style="list-style-type: none"> <li>- Attendance and authorised absence is 98% or better.</li> <li>- All absences are adequately supported by notes made during 1:1 communications between school and home. Notes are collected against individual pupils on Arbor.</li> <li>- Measured using data analysis of the schools MIS</li> <li>- Clear analysis of data to identify patterns.</li> <li>- Consistent and robust systems in place to improve communication to parents whose children fall below 95% attendance</li> <li>- Face to face meetings for parents whose children fall below 90% with individual action plans created.</li> </ul>
Emotional literacy support has a positive impact on the wellbeing of all pupils.	<ul style="list-style-type: none"> <li>- Support intervention is successfully implemented prior to escalating needs.</li> <li>- Where referrals are made, the support is timely and there is evidence showing the positive impact of the strategies on pupils mental health and wellbeing</li> <li>- Coherent strategy to link EWB support through to early help and safeguarding where necessary</li> <li>- Pupils in receipt of PPG are always prioritised as vulnerable pupils</li> <li>- measured using the ELSA assessment matrix.As a result of effective intervention pupils quickly become reduced to supervision rather than intensive support.</li> </ul>
Behaviour specialist and behaviour team have a positive impact on all pupils' attitudes to learning.	<ul style="list-style-type: none"> <li>- Behaviour policy reviewed</li> <li>- All pupils show positive attitudes to learning and incidences of poor behaviour / attitudes are dealt with swiftly and incisively.</li> </ul>

	<ul style="list-style-type: none"> <li>- Linked to Intent 1.1 High Quality Teaching</li> </ul> <p>Measured through observations carried out during learning walks, lesson visits and informal drop ins.</p>
Low prior attainment is identified and targeted support ensures that gaps are closing.	<ul style="list-style-type: none"> <li>- Pupils with low prior attainment are targeted, strategies implemented and there is evidence of sustained accelerated progress.</li> <li>- Maths and phonics data shows positive upward trends as a result of new phonics scheme and training and additional maths intervention groups.</li> <li>- Measured through termly assessments.</li> </ul>
Develop the continuing professional development of teachers and teaching assistants.	<ul style="list-style-type: none"> <li>- High quality CPD is made available to all staff.</li> <li>- CPD is recorded and evaluated with pupil outcomes in mind</li> <li>- Staff report positive impact of CPD</li> <li>- Data including observational evidence shows positive impact of CPD on teaching and learning across the school.</li> </ul>

## 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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint TLR role for leading continuing professional development to lead high quality CPD for all staff specifically evidencing positive impact on teaching and learning.	<ul style="list-style-type: none"> <li>+ 4 months Teaching assistant interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></li> <li>+ <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a></li> </ul>	<b>5</b>

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

Budgeted cost: £14,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily maths small group intervention using maths mastery strategy</i>	<ul style="list-style-type: none"> <li>+ 4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=search&amp;search_term=mastery">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=search&amp;search_term=mastery</a></li> <li>+ <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teachi">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teachi</a></li> </ul>	<b>4</b>

	<p><a href="https://www.teaching-assistant-interventions.com/search?utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervention">ng-learning-toolkit/teaching-assistant-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervention</a></p> <p>+ Use structured intervention - point 7  <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/maths-ks2-3/EEF - Maths KS2 KS3 Guidance_A3_Recs_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/maths-ks2-3/EEF - Maths KS2 KS3 Guidance_A3_Recs_Poster.pdf</a></p> <p>+</p>	
<p><i>Implement read write Inc across the school as high quality SSP programme to improve early reading</i></p>	<p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a></p> <p><i>Additional research is taking place</i>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?utm_source=/projects-and-evaluation/projects/read-write-inc-phonics&amp;utm_medium=search&amp;utm">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics?utm_source=/projects-and-evaluation/projects/read-write-inc-phonics&amp;utm_medium=search&amp;utm</a></p>	<h1>4</h1>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Monitor, record and improve attendance of pupils across the school</i></p> <ul style="list-style-type: none"> <li>- Attendance officer</li> </ul>	<p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. There is strong evidence linking poor attendance with poor academic outcomes.</p> <ul style="list-style-type: none"> <li>- <a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></li> <li>- <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a></li> </ul>	1
<p><i>ELSA - Wellbeing mentor will be employed on</i></p>	<ul style="list-style-type: none"> <li>+ 4 months based on EEF research <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></li> <li>+ </li> </ul>	2
<p><i>Behaviour specialist to identify, target, support and advise staff and pupils in developing positive behaviour strategies</i></p>	<ul style="list-style-type: none"> <li>- Behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></li> </ul>	3

**Total budgeted cost: £ 39,395**





# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

Intended areas of impact and review 2021-22

<p><b>Attendance</b> - Attendance was significantly impacted by covid for with 2 significant outbreaks within the school both in October and February. It is difficult to assess the impact of the appointed attendance officer this year as a result. However, there is a detailed analysis of pupil's attendance including PP v non PP and immediate actions. There is early involvement of extended services when attendance is a concern.</p>
<p><b>Emotional resilience and self regulation</b> - 30 pupils are now having regular additional intervention through ELSA support and additional child counselling has been commissioned to work with 18 pupils. 15 of these have since reduced the number of sessions required - an indication of the positive impact this is having on pupil mental health.</p>
<p><b>Low prior attainment in core subjects &amp; access to high quality teaching &amp; Behaviour and attitude to learning</b></p>
<p>The school spent an additional £8370 (465 hours) on 1:1 tuition for 31 pupils. £3770 was funded through the grant. 12 of these pupils were pupil premium eligible and identified as requiring significant catch up tuition. Additional afternoon intervention daily, staff training in the core subjects and introduction of 2 TLR leads has improved the early intervention , quality first teaching and monitoring. This has resulted in a general pattern of positive progress across the school for pupils in receipt of PP funding</p> <p>In reading the number of pupils at expected or above in autumn was 53% and in summer 63%. Writing autumn 29% exs+ and in summer 42% exs+.</p> <p>Maths 47% autumn vs 68% summer.</p>
<p>2022-23</p>
<p>In addition to the above areas identified, there is a focus specifically on writing for pupils in receipt of PP funding since their data lags well below that of other core subjects</p> <ul style="list-style-type: none"> <li>- Analysis of needs</li> <li>- Identification of barriers</li> <li>- Plan additional support strategies for catch up teaching</li> </ul>

## Externally provided programmes

Programme	Provider
Phonics	Read Write Inc.
maths scheme	White Rose Maths

