

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	William Byrd Primary Academy
Number of pupils in school	583
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Roberts
Pupil premium lead	Nicola Edwards
Governor / Trustee lead	Jo Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,692
Recovery premium funding allocation this academic year	£4,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£52,518
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	£213,470

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

At William Byrd Primary Academy, we have high expectations and ambitions for all our children, including those eligible for pupil premium funding. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas.

We consider and recognise that many of our pupils face challenges that make them vulnerable, such as those who have a social worker, are young carers, asylum seekers or those with an EHCP plan. The key principles outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching underpins our approach with a focus on the areas in which disadvantaged children need the most support. Educational research underpins our approach to teaching, learning and continuous school improvement. We strive to provide a high-quality curriculum which ensures equality of opportunity and equity of provision for all children.

Alongside high quality teaching is our response to individual needs rooted in robust diagnostic assessment. Diagnostic assessment allows for targeted support through academic intervention, pastoral care and the NTP.

We see achievement in Reading as the essential part of our pupil premium strategy. Through an ambitious reading curriculum, we develop a love of reading which immerses children in language and enables them to develop a rich vocabulary.

We have a primary focus is on language acquisition and communication. Our aim is that all children are able to express themselves and their ideas and that each and every child has the opportunity to access knowledge and ideas from the best that has been thought and said.

We aim to raise all children's aspirations and broaden their horizons through a curriculum which is exciting, challenging and enthuses children with a love of learning. By teaching discrete subjects, we aim to secure children's disciplinary knowledge and language so that all pupils are prepared for the next stage in their learning.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing, confidence, engagement and aspiration: a greater proportion of PP children require an enhanced package of support to ensure they are settled in school and able to achieve well
2	Communication, Language and Interaction: Data shows that on entry into school, some PP children have lower than typical starting points in terms of language and communication skills on entry to the Foundation Stage. Many pupils, in all years, do not have access to high quality language in the home and their cultural experiences are limited. This narrower vocabulary and poor understanding of both general and subject specific vocabulary in texts presented to them has a negative impact on their mastery of language and is a barrier for learning. Children do not know the meaning of words which are not part of their daily diet. The development of oral language will be a high priority in school in 21/22 with explicit strategies for extending vocabulary and creating a language rich environment.
3	Cultural Capital: Pupils have limited experiences beyond their home life and immediate community
4	Catch-up: Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up so that that they are working at age-related expectations. This has resulted in significant knowledge gaps leading to pupils falling further behind ARE, especially in maths
5	High Mobility & EAL: High mobility, leading to a potential barrier in both engagement and keeping up in the context of transitions between schools
6	Home circumstances/SEMH: some families, particularly Pupil Premium, have more chaotic home lives and social services involvement. Pupils and their families have social & emotional difficulties, including medical and mental health issues. These children often lack the necessary space and technology in the home to be able to access on line resources. Even where technology is available, some parents lack the understanding of its use.
7	Attendance: a greater proportion of PP children require additional support to maintain attendance above 95%

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>By 2024, at least 90% of Pupil Premium children without a cognitive SEND need to achieve ARE in RWM</p> <p>100% to meet ES in the KS1 phonics screen and Y4 multiplication check.</p> <p>PP children with a SEND need will make more than EP</p>	<p>End of key stage data will show that at least 90% of PP children without a cognitive SEND need are at ARE in RWM; 100% meet ES in phonics screen and Multiplication check</p>

<p>To ensure children who have fallen behind receive targeted high-quality intervention monitored by intervention leader</p>	
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Pastoral Manager/SENCo and Inclusion Lead identify and support families and children and work to alleviate barriers to learning.</p> <p>Identified children are invited to Emotional Literacy and other Therapy sessions with trained staff</p> <p>The most vulnerable disadvantaged children are also allocated a PP mentor (support staff/SLT) who will meet with them regularly and provide support/alleviate barriers</p> <p>Pupil and parent conferencing will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning and develop their cultural capital.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Pupil conferencing will show that children enjoy school, have a love of learning and are enthused to learn more.</p> <p>Significant participation in social, cultural, enrichment and sporting experiences within and outside the school day.</p>
<p>Attendance is maintained above 95% for all Pupil Premium children. PA rate reduces to 2%</p>	<p>There will be a consistently sharp focus by leaders and teachers on the attendance and punctuality of disadvantaged pupils and monitoring data will show timely interventions are in place.</p> <p>Attendance and punctuality of targeted pupils will improve to be in line with all pupils</p> <p>Persistent absence will reduced to 2% or below</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: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pathways High quality CPD and instructional coaching programmes led by curriculum leaders and SLT to develop quality first teaching across the school so that all children achieve well</p> <p>Release time for leaders/lead teachers to support teachers in class with team teaching/modelling/coaching.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/Developing-Teachers-1.pdf</p>	<p>1, 2, 3</p>

<p>Highly effective pedagogy and teacher subject knowledge in R,W,M enables children to close gaps in learning and make progress</p>	<p>EEF T& L toolkit, teacher subject knowledge</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411_Supporting_the_achievement_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>1, 2, 4</p>
<p>NELI in YR and Y1 delivered by fully trained LSA</p>	<p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p> <p>Early years interventions EEF T&L toolkit (see links above for early literacy and maths)</p>	<p>1, 2, 4</p>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint intervention lead to oversee intervention programme (0.4)</p> <p>Provide targeted, structured interventions to</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	<p>1, 2, 4, 5</p>

<p>children across whole school using catch up funding and Pupil premium funding.</p> <p>Interventions to be monitored and evaluated by deputy head and intervention leader.</p> <p>Interventions to be carried out by external provider (via the National Tutoring Programme).</p> <p>Teachers and LSAs to provide small group before and after school tuition to targeted pupils</p> <p>Saturday school for targeted pupils</p>		
---	--	--

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

Budgeted cost: £63,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA and Child Mental Health Champion support for</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1, 6</p>

<p>identified children</p> <p>Worry boxes and triage system</p>		
<p>Heavily subsidised or cost-free school trips and sports clubs, including Y6 residential</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1, 3, 6</p>
<p>Pastoral Manager to work with PP families to encourage more PP children to attend after-school enrichment clubs</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1, 3, 6</p>
<p>Implement strategies to improve attendance for PP children so that PA is 2% or below and overall attendance is in line with all pupils Specific strategies to target</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>7</p>

<p>pupils identified as persistent absentees</p> <p>Pastoral Manager to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT.</p> <p>Half-termly reporting to SLT and Trust.</p> <p>Teachers and PP mentors to proactively engage with parents / carers re attendance / punctuality both formally and informally</p> <p>Follow up with attendance team, meeting with parents for all PP pupils who drop</p>		
--	--	--

below 95%.		
---------------	--	--

Total budgeted cost: £213,470

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was as follows:

Reading – Y1-Y6 broadly in line with non-PP at EXS with the exception of Y5

Writing – broadly in line with non-pp with the exception of Y6. PP children outperformed non-PP in Y3 and Y5

Maths – PP children in all year groups except Y2 significantly underperformed compared to non-PP children

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Having assessed the reasons for this, we have drawn the conclusion that this was due to the pandemic and the spring term partial school closure and the significant disruption caused by bubble closures in the autumn and summer terms. This disrupted all our subject areas to varying degrees. As with schools across the country, the spring school closure period and bubble closures were most detrimental to our disadvantaged pupils for the reasons stated above. Furthermore, they were not able to benefit from our planned teaching improvement strategies and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Weekly timetables with links were created for families to use at home. The reading curriculum was prioritised throughout lockdown. Reading and/or phonics lessons were recorded by children's usual reading/phonics teacher which enabled children to access lessons taught at their specific stage of development by a known adult. Key groups of children with high numbers of PP were made 'live lessons' in Years 2 and 6. This could not be fully achieved across the school as families did not have a device per child.

In writing and maths, Oak National Academy resources were also used to teach alongside teachers' own videos. Children were to email work so that they could be

given daily feedback. Short videos were recorded of common misconceptions by class teachers in maths so that children could make corrections.

In non-core subjects and science the curriculum was reorganised to align with Oak National Academy. Quizzes were created at the end of the week to assess what children were learning.

Weekly class zoom meetings were held each Friday, staggered through the day, so that children could all see each other and have contact with class teachers. Weekly phone calls were made to families. Daily phone calls were made to vulnerable and PP children by class teachers and SLT. All vulnerable and PP EHCP children were invited to access the key worker provision in school. Children with EHCP plans were provided with additional timetables, resources and therapies which met their development needs.

Our overall attendance in 2020/21 was lower than in the previous years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 10% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact has been particularly acute for disadvantaged pupils. Pupil premium and catch-up funding was used to provide wellbeing support for all pupils, and to train a team of Emotional Literacy Support Assistants. Targeted interventions and sessions were then implemented where required following self or teacher referral. We are building on that approach this academic year with the activities detailed in this plan.

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

Further information (optional)

--