

# 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  | 463 Pupils (excluding Reception and Nursery)           |
| Proportion (%) of pupil premium eligible pupils   | 130 Pupils 28%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | September 2021- July 2024                              |
| Date this statement was published   | December 2022  |
| Date on which it will be reviewed   | September 2023   |
| Statement authorised by   | Nicola Edwards,<br><i>Head Teacher</i>                 |
| Pupil premium lead  | Kerrie Newby,<br><i>Assistant Head Teacher</i>         |
| Governor / Trustee lead   | Reverend Mike Talbot,<br><i>Pupil Premium Governor</i> |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £173,000  |
| Recovery premium funding allocation this academic year  | £18,000   |
| Pupil premium funding carried forward from previous years   | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £201, 000 |

## Part A: Pupil premium strategy plan

### Statement of intent

At William Byrd Primary Academy, 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 that are already high attainers.

We recognise that many of our pupils face challenges that make them vulnerable, such as those who a social worker, are young carers, asylum seekers or those with an EHCP plan. Our key principles aim to support their needs regardless whether they are disadvantaged or not.

#### **Teaching**

Our ultimate aim is to ensure an equitable education for our disadvantaged pupils that is adapted to meet their needs. We strive to have a relevant and adaptive curriculum that is delivered by highly-skilled practitioners. Our key principles revolve around Quality First Teaching and setting high expectations. At William Byrd Primary Academy, we do not believe a pupil's background is a reason for them not to reach their full potential.

Our high- quality curriculum offer aims to enthuse, excite and challenge all children. We strive to embed children's disciplinary knowledge and language through the teaching of discrete subjects thus ensuring pupils are prepared for their next stage in their learning.

#### **Targeted Support**

Removing barriers to learning will improve the educational outcomes of our disadvantaged pupils. Through robust diagnostic assessment processes, we target individual children with specialist support to ensure all pupils can access their learning. Our key principles revolve around the whole child, supporting both their academic attainment and emotional wellbeing.

We see achievement in reading as an essential part of our Pupil Premium Strategy. We strive to deliver an ambitious reading curriculum. We nurture a love of reading and immerse children in language which enables them to develop a rich vocabulary base.

#### **Wider Experiences**

Pupils need to experience a wide range of enriching experiences to develop their cultural capital. This will ensure equity with their peers. By providing a wealth of experiences, pupils will develop a broader sense of the world and have the same access to opportunities as their non-disadvantaged peers, helping close the attainment gap.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Wellbeing:</b></p> <p>Well-being was disproportionately impacted by the disruption to our disadvantaged's education and routine during the pandemic. Pupil premium children require an enhanced package of support to aid their academic progress. Many have social, emotional and mental health needs alongside a lack of confidence and self-esteem issues.</p>   |
| 2                | <p><b>Reading:</b></p> <p>Disadvantaged children have lower engagement with reading for pleasure in comparison to their non-disadvantaged peers. Their narrow vocabulary base is a barrier to learning and is having a negative impact on their mastery of language. Additional support is needed in developing and improving children's phonics and reading skills.</p>  |
| 3                | <p><b>Vocabulary gap:</b></p> <p>Data shows that disadvantaged children have low levels of oracy and language development on entry to school. This is further accentuated by little or no pre-school attendance. There is a clear disparity for disadvantaged children in accessing language, exacerbating inequality and restricting access to the curriculum. Working vocabulary is limited and vocabulary acquisition is behind their peers.</p> |
| 4                | <p><b>Catch up:</b></p> <p>Pupil premium children were disproportionately impacted by learning loss caused by the pandemic. Children had a lack of resources to be able to access the online curriculum offer and living conditions were impacted. This has resulted in significant gaps in learning compared to their peers and pupils falling behind ARE, especially in maths and reading.</p>  |
| 5                | <p><b>Low Cultural Capital:</b></p> <p>Children have a lack of access to enrichment experiences to develop their cultural capital. Children's involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.</p>  |
| 6                | <p><b>Attendance:</b></p> <p>A greater proportion of our disadvantaged children have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>   |
| 7                | <p><b>Parental Engagement:</b></p> <p>There are variances in parental engagement and expectations in their children's learning.</p>   |
| 8                | <p><b>High Mobility:</b></p> <p>This leads to a barrier with parental and child engagement. The high mobility rate has impacted on aggregate school performance in Key Stage tests.</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   |
|---|--|
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Disadvantaged pupils will feel supported by the school's well-being provision. Sustained high levels of wellbeing will be evidenced by:</p> <ul style="list-style-type: none"> <li>• Feedback from our school's ELSA. Targeted Pupil Premium children will receive social and emotional support from our ELSA to improve learning behaviours, social skills, confidence and independence.</li> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Monitoring of well-being through verbal and written feedback during PSHE and the well-being curriculum</li> </ul> |
| <p>Attainment gap between disadvantaged and non-disadvantaged is narrowed through quality first teaching.</p>         | <p>Pupil Premium children will make good progress in their learning. This will be evidenced by:</p> <ul style="list-style-type: none"> <li>• Formative assessment, further supported by summative assessments, evidences disadvantaged learners are making good progress in RWM when compared to their non-disadvantaged peers.</li> <li>• End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes.</li> <li>• Year 1 phonics gap is narrowed between disadvantaged and non-disadvantaged learners.</li> <li>• Pupils will excel in other curriculum areas.</li> </ul>   |
| <p>Improved oral language skills and vocabulary among disadvantaged pupils to enable them to</p>                      | <p>Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with</p>  |

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| <p>access a wider range of texts through their vocabulary bank.</p>  | <p>learning walks to focus on engagement in lessons, book scrutiny and ongoing formative assessments.</p>  |
| <p>Children requiring additional support and intervention receive personalised interventions to accelerate learning in reading, writing and maths.</p> | <p>Pupil Premium children will make good progress in their learning. This will be assessed by:</p> <ul style="list-style-type: none"> <li>• A robust monitoring system, which includes triangulating learning walks, observations, planning and book scrutinies to ensure disadvantaged pupils needs are being met.</li> <li>• Pupil progress meetings evidence disadvantaged children are making progress in RWM, with a narrowed gap compared with non-disadvantaged pupils.</li> <li>• Catch Up provision is made available to all who need it</li> </ul> |
| <p>Increase the amount of enrichment activities that PP pupils participate in to support the development of cultural capital.</p>                      | <p>Pupil Premium funds subsidises the trip costs to ensure all pupils are able to attend trips. An increased level of participation of PP pupils in enrichment activities. This will be measured by:</p> <ul style="list-style-type: none"> <li>• The percentage of PP pupils participating in extra-curricular activities in and out of school.</li> <li>• The percentage of PPG pupils participating school visits and residential trips.</li> </ul>   |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>   | <p>An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils.</p>   |
| <p>Increased levels of parental involvement will demonstrate engagement in their children's learning and higher aspiration for all pupils.</p>         | <p>This increase in the number of parents involved and engaged in their children's learning and progress will be monitored by:</p> <ul style="list-style-type: none"> <li>• An increased number of parents attending phonics and reading sessions.</li> <li>• An increased number of parents attending school events e.g. Art showcases, design and technology exhibitions.</li> <li>• An increased attendance at parent's evenings and targeted sessions reporting on progress.</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: £72,000

- Proportion of Inclusion Deputy Head salary
- Proportion of Teaching and Learning Deputy Head salary
- Proportion of Pupil Premium and Maths Assistant Head

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Delivering impactful CPD to develop Quality First Teaching across the School  | <p>Effective CPD ensures well trained staff that are able to identify and address gaps in learning. High quality teaching has the most impact on narrowing the attainment gap and high quality CPD allows teachers to become better (EEF, 2021; Rauch and Coe, 2019; Wiliam, 2016)</p> <p><a href="#">Education Endowment Foundation: Effective Professional Development</a></p> <p><a href="#">Education Endowment Foundation: Characteristics of Effective Professional Development</a></p> <p><a href="#">Sutton Trust: Developing Teachers</a></p> <p><a href="#">Education Endowment Foundation: Guide to Pupil Premium</a></p> | 2,3,4                         |
| Implementing adaptive teaching throughout the school. Embed the four critical areas to ensure consistent high-quality teaching in all subjects (Questioning, Modelling, Talk Strategies, Check & Adapt) Rosenshine. | <p>A whole school adaptive teaching approach helps overcome some of the limitations of differentiation and streaming. It helps scaffold the work, ensuring that it is accessible to all pupils (Westwood, 2018).</p> <p><a href="#">Inclusive and Adaptive Teaching: Meeting the Challenge of Diversity in the Classroom</a></p>   | 2,3,4                         |
| Support from RWI and Maths consultants to   |  | 2,3,4                         |

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| develop quality of teaching.   |   |       |
| CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits   | <p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.</p> <p><a href="#">Education Endowment Foundation: Effective Professional Development</a></p>   | 2,3,4 |
| <p>Invest in training and support from NPQ range and also consultants to support the model of instructional coaching for staff to develop quality of teaching.</p> <p>Leaders will be trained to carry out instructional coaching.</p> | <p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching. It uses expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teacher to engage in the deliberate practice of specific skills.</p> <p><a href="#">Desimone, L. M. &amp; Pak, K. (2017): Instructional Coaching as High-Quality Professional Development. Theory into Practice.</a></p>   | 2,3,4 |
| Oracy and vocabulary development approaches explicitly support communication through talking, verbal expression, modelling language and reasoning.   | <p>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 schools experience and learning later in their school lives.</p> <p>The average impact of Oral Language interventions is approximately an additional six months’ progress over the course of a year. There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Education Endowment Foundation: Oral Language Intervention</a></p> | 2,3,4 |



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| <p>Pupil Progress Meetings have a particular focus on Pupil Premium children.</p> | <p>All staff have a clear understanding to the barriers the children who are working below age related are facing.<br/>All staff have clear strategies and are confident in supporting the children across the curriculum.</p> <p><a href="#">Education Endowment Foundation: EEF Guide to the Pupil Premium</a></p> | <p>2,3,4</p> |
|---|--|--------------|

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

Budgeted cost: £98, 240

- Two targeted intervention learning support assistants
- Four class-based learning support assistants
- Third Space Learning
- Saturday School

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Specialist reading interventions through RWI across all year groups to increase progress and attainment and reading.</p>  | <p>Research suggest that interventions that deploy effective, proven strategies can be beneficial to learning. For example, reading comprehension strategies can add up to 6 months (EEF, 2021). Multi-sensory approaches employed in interventions such as colourful 1,2,4,5 7 reading, colourful semantics) (Hettiarachchi &amp; Ranaweera, 2019)</p> <p><a href="#">Education Endowment Foundation: Reading Strategies</a></p> | <p>2,3,4</p>                  |
| <p>Additional phonic sessions targeted at disadvantaged pupils who require further phonics support. This will be a personalised programme, adapted to meet their needs</p> | <p>Phonics approaches have a strong evidence based indicating a strong evidenced based indicating a positive impact on pupils, particularly form disadvantage pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="#">Education Endowment Foundation: Phonics</a></p>  | <p>2,3,4</p>                  |
| <p>Provide targeted, structured interventions to</p>   | <p>Interventions should be carefully linked to classroom teaching and matched to specific</p>   | <p>4</p>                      |

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| children across whole school in Maths.                 | needs, whilst not inhibiting pupil's access to the curriculum.<br><a href="#">Education Endowment Foundation: Selecting Interventions</a><br><a href="#">Education Endowment Foundation: Improving Mathematics in Early Years and Key Stage 1</a><br><a href="#">Education Endowment Foundation: Improving Mathematics in Key Stage 2 and 3</a>   |       |
| Year 6 one-to-one tuition through Third Space Learning | 'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.', EFF. 'The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.', EFF, 2021<br><br><a href="#">Education Endowment Foundation 2021: One to One Tuition</a> | 4     |
| Saturday School  | Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupil's access to the curriculum.<br><a href="#">Education Endowment Foundation: Selecting Interventions</a><br><a href="#">Education Endowment Foundation: Improving Mathematics in Early Years and Key Stage 1</a><br><a href="#">Education Endowment Foundation: Improving Mathematics in Key Stage 2 and 3</a>  | 2,3,4 |

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

Budgeted cost: £30,760

- ELSA
- Proportion of the Pastoral Manager salary
- Trips and sports clubs
- Breakfast Club

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| School ELSA emotional, behaviour, self-esteem and confidence support for pupils   | <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF (2018) suggest that behavioural intervention add at least up to 4 months onto learning.</p> <p><a href="#">Education Endowment Foundation: Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">Education Endowment Foundation: Behaviour Interventions</a></p> | 1                             |
| Attendance Officer - responsibility for improving attendance, who keeps a high level of communication and support with targeted families and Participation Team | <p>Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021).</p> <p><a href="#">Education Endowment Foundation: Working with Parents to Support Children’s Learning</a></p>   | 6,7,8                         |
| Funding /subsidising trips and visits to ensure disadvantaged children have equal access to enrichment opportunities  | <p>“Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. LOTC, 2021</p> <p><a href="#">Council for Learning Outside the Classroom: Using Pupil Premium for Learning Outside the Classroom</a></p>   | 5                             |
| Breakfast Club  | <p>Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021).</p>  | 5                             |

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|  | <a href="#"><u>Education Endowment Foundation: Working with Parents to Support Children's Learning</u></a> |  |
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**Total budgeted cost: £201,000**

## 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.

| 2021-2022      |         | GLD | % at ARE | PP  | % above ARE | PP  | Nat Av 2022 EXS | Nat Av 2022 PP EXS | Nat Av 2022 GDS | Nat Av 2022 PP GDS |
|----------------|---------|-----|----------|-----|-------------|-----|-----------------|--------------------|-----------------|--------------------|
| EYFS           |         | 63% |          | 48% |             |     | 65%             | 49%                |                 |                    |
| Year 1 phonics |         |     | 80%      | 68% |             |     | 75%             | 62%                |                 |                    |
| Year 2 phonics |         |     | 83%      | 67% |             |     | 87%             | 78%                |                 |                    |
| Year 1         | Reading |     | 80%      | 73% | 26%         | 20% |                 |                    |                 |                    |
|                | Writing |     | 52%      | 47% | 0%          | 0%  |                 |                    |                 |                    |
|                | Maths   |     | 64%      | 65% | 0%          | 0%  |                 |                    |                 |                    |
| Year 2         | Reading |     | 60%      | 38% | 15%         | 14% | 67%             | 51%                | 18%             | 8%                 |
|                | Writing |     | 63%      | 41% | 8%          | 10% | 58%             | 41%                | 8%              | 3%                 |
|                | Maths   |     | 68%      | 57% | 23%         | 24% | 68%             | 52%                | 15%             | 3%                 |
| Year 3         | Reading |     | 54%      | 48% | 23%         | 16% |                 |                    |                 |                    |
|                | Writing |     | 42%      | 39% | 18%         | 8%  |                 |                    |                 |                    |
|                | Maths   |     | 49%      | 44% | 15%         | 4%  |                 |                    |                 |                    |
| Year 4         | Reading |     | 65%      | 60% | 28%         | 13% |                 |                    |                 |                    |
|                | Writing |     | 46%      | 27% | 17%         | 0%  |                 |                    |                 |                    |
|                | Maths   |     | 65%      | 47% | 23%         | 7%  |                 |                    |                 |                    |
| Year 5         | Reading |     | 73%      | 56% | 30%         | 12% |                 |                    |                 |                    |
|                | Writing |     | 58%      | 36% | 24%         | 8%  |                 |                    |                 |                    |
|                | Maths   |     | 56%      | 36% | 15%         | 4%  |                 |                    |                 |                    |
| Year 6         | Reading |     | 73%      | 56% | 20%         | 17% | 74%             | 62%                | 28%             | 17%                |
|                | Writing |     | 86%      | 67% | 25%         | 11% | 69%             | 56%                | 13%             | 17%                |
|                | Maths   |     | 72%      | 44% | 19%         | 6%  | 71%             | 56%                | 22%             | 12%                |

