



Pupil Premium Strategy Statement

2021-2024

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 | Place Farm Primary Academy |
| Number of pupils in school | 391 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Steve King (Chair) |
| Pupil premium lead | Dan Gudgeon |
| Governor / Trustee lead | Steve King |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £138,535 |
| Recovery premium funding allocation this academic year | £14,935 |
| 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 | £153,470 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with non-disadvantaged pupils nationally. Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, attend school every day, make good progress and achieve high attainment across all subject areas.

Our school targets for Year 6 disadvantaged pupils in 2021:

- Expected Standard: Reading 75%, Writing 69% and Maths 85% and Combined 69%
- Greater Depth Standard: Reading 31% and Maths 25%

In line with our vision statement we want every child to be successful: “Our vision is for Place Farm Primary Academy to be an excellent school where best practice, high achievement, equality and well-being are at the heart of everything we do for our children and our staff”.

Our curriculum has been designed to provide challenge for all pupils and resources are targeted to ensure that children can keep up and are challenged appropriately. Our statement of intent states: “A pupil of 2023 will have high aspirations for their future and will be aware of the wide range of future options.”

Our PROUD values: professional; resilient; optimistic; understanding and driven underpin our ethos and the school is fully committed to supporting all children and their families.

We commit to providing additional educational support to improve the progress and attainment of children and aspire to diminish the difference between the achievement of those children eligible for pupil premium funding and their peers. We do this by addressing any known underlying inequalities and being responsive to individual needs, rooted in robust diagnostic assessment. We will act early to intervene at the point the need is identified.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from |

| | |
|---|---|
| | EYFS and through school to KS2. Our baseline assessments on entry to Reception class demonstrate that 100% of our disadvantaged pupils arrive below age-related expectations compared to 70% of others. This is typical of the last 3 years |
| 2 | Internal and external assessments show some disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers. November 2021 assessments show that 21% of our disadvantaged pupils are already achieving end of year one age-related expectations compared to 36% of others. |
| 3 | Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures |
| 4 | Our assessments, discussions and observations have identified social and emotional, trauma and self-confidence issues for some disadvantaged pupils, particularly our youngest pupils. Within our early years, 4 pupils are identified as needing additional support with social emotional needs and ELSA support. Since the pandemic, teacher referrals for support has increased. There has been a significant increase in the number of families that we are aware of in our school community, who have experienced domestic abuse. |
| 5 | Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance. Last year, 21% of our PP children were in the 'persistent absenteeism' category compared to 12.5% for Non PP. |

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 |
|---|---|
| Improved oral language for disadvantaged pupils. | Teacher assessment of pupils' oral language demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school from to no more than 5%. This is within a context of high attainment for all. External school improvement support verifies these findings in pupils' day to day learning. |
| Improved vocabulary for identified disadvantaged pupils | Standardised vocabulary test scores (British Vocabulary Picture Scale/NELI) reflect our ambition to reduce the attainment gap between identified disadvantaged pupils and their peers from 30% to no more than 5%. They should also be benchmarked against age-related expectations. This is within a context of high attainment for all. External school |

| | |
|---|--|
| | improvement support verifies these findings in pupils' day to day learning. |
| All disadvantaged pupils leave Place Farm as strong readers | KS1 phonics assessment scores reflect our ambition for every child to pass the phonics assessment. Pupils are assessed against the national standard using past papers and tracker on Phonics Tracker. End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers to no more than 5% at Place Farm. |
| Improved attendance for disadvantaged pupils. | Attendance for disadvantaged pupils is at least 96% each half term. In the 2019 academic year the figure was 96.7%, in 2019 there was no gap between PP and their peers – 96.7%. In 2021 PP attendance was 96.2% Currently PP attendance is 94.2%. |

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: £46,062

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Easyread Intervention | <p>Easyread has been shown to accelerate progress. Evidence in school demonstrates this.</p> <p>Messer, D., and Nash, G. (2017) "An evaluation of the effectiveness of a computer-assisted reading intervention." Journal of Research in Reading, doi: 10.1111/1467-9817.12107</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</p> | 3 |
| Embed CUSP Reading Curriculum | https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf | 1, 3 and 5 |
| Maths Mastery Curriculum | https://www.mathematicsmastery.org/how-research-informed-is-your-teaching/ | 3 |
| Implement new phonics scheme | https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading | 1,2 and 3 |
| Embedding teaching of Tier 2 and Tier 3 Vocabulary across the curriculum in KS1 and KS2. This will include professional development, instructional coaching and teacher release time working with external expertise. There will be a sharp focus on supporting early career | <p>https://educationendowmentfoundation.org.uk/tools/guidancereports/literacy-ks-2/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS_1_Guidance_Report_2_020.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> | 1 |

| | | |
|--|--|-----|
| teachers here, complimenting the ECF. | | |
| Wellcomm assessment/intervention and NELi Intervention | Identifying speech, language and communication needs with WellComm Primary - GL Education (gl-education.com) https://www.teachneli.org/ https://www.elklan.co.uk/NELI/ | 1 |
| Additional phonics sessions with expert support for targeted pupils. Partnership with Trust English Consultant. | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ | 2 |
| Engaging with the National Tutoring Programme for small group reading tuition targeted at specific needs. | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf | 3 |
| All PP children have access to a wide range of Quality texts to promote a love of Reading | reading for pleasure.pdf (publishing.service.gov.uk) | 2,3 |
| Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, instructional coaching and teacher release time working with external expertise from our English advisor. There will be a sharp focus on supporting early career teachers here, complimenting the ECF. | https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearning-toolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy | 2 |

| | | |
|---|--|------------|
| <p>Make full use of Accelerated Reader. This will include professional development for teaching staff. There will be a sharp focus on intervention at the point of need for all pupils.</p> | <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> | <p>2,3</p> |
| <p>Provide a range of interventions to support with emotional and trauma needs: ELSA, Trauma-Informed Practitioners focused work and Domestic Abuse Champions Training to support families.</p> | <p>https://www.researchgate.net/publication/331952634_The_Emotional_Literacy_Support_Assistant_ELSA_Programme_Can_you_develop_an_evidence_base_for_an_adaptive_intervention</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf</p> <p>https://multiagency.suffolkcpd.co.uk/courses/bookings/c_detail.asp?cid=35543</p> | <p>4</p> |

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

Budgeted cost: £52,999

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------|---|-------------------------------|
| Tutoring | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme | 2 |
| One to one support. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 2 |
| Trauma Informed Whole School Approach | Trauma-informed responses in relationship-based practice (researchinpractice.org.uk) | 5 |

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

Budgeted cost: £ 54,409

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Rainbow Class – supporting vulnerable pupil and using a range of strategies in a nurturing environment | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf Rainbow Class Program Booklet Final (1).pdf (sharepoint.com) | 1,2,3,4 and 5 |
| Children and Family Support Manager – dedicated to supporting the most vulnerable children and families | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 3 and 5 |
| Free Breakfast club place for key pupils and families who need support with attendance | https://educationendowmentfoundation.org.uk/projects-and/evaluation/projects/national-school-breakfast-programme/ | 5 |

Total budgeted cost: £153470

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.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Pupil Premium Grant Objectives 2020/21:

- Provide additional educational support to improve the progress and attainment of those children eligible
- Diminish the difference between the achievement of those children eligible for PP and their non-PP peers
- Address any known underlying inequalities between children eligible and their non-PP peers
- Ensure that the additional funding reaches children who need it most and that it makes an impact on both their education and their lives

Attendance

2020/21 96.4% for all pupils and 96.2% for PP pupils

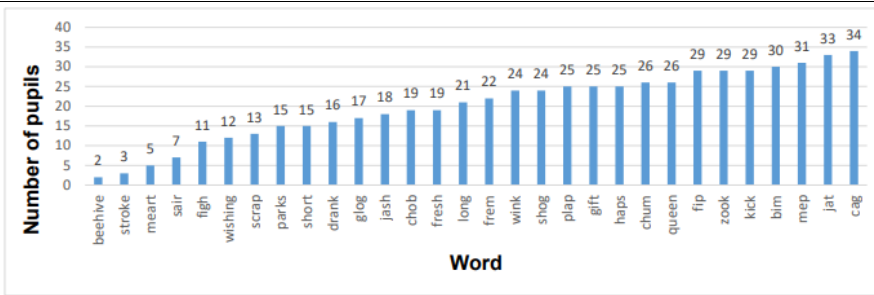
EYFS Good Level of Development (GLD)

2020/21 70% for all pupil and 60% for PP pupils

Pupil Performance Data - Reading

Year 1 Phonics Screening Results:

September Baselines based on Reception 30 Assessment



A score of 20 was used as a secure standard on entry.

Pupils had missed 15 weeks of schooling in the previous year.

- 12pupils (22%) scored 20+
- 40 pupils (78%) were at risk in terms of phonological awareness.

Progress made in subsequent phonics screening checks:

The progress below includes battling against the impact of school closures between January and March.

| | | Total | Gender (Females) | Gender (Males) | SEN | Pupil Premium |
|-------|-----------------------------|-------|------------------|----------------|-----|---------------|
| March | Number of pupils who passed | 17 | 11 | 6 | 1 | 1 |
| | Percentage | 31% | 42% | 21% | 20% | 10% |
| May | Number of pupils who passed | 27 | 17 | 10 | 1 | 4 |
| | Percentage | 50% | 65% | 36% | 20% | 40% |
| June | Number of pupils who passed | 38 | 22 | 15 | 1 | 6 |
| | Percentage | 72% | 85% | 56% | 20% | 60% |

Speed Reading Improvements Across KS2 as a result of focusing on reading fluency:

The table below charts the impact of school closures from the previous year (2020), evident in the low September baselines. The November to March figures demonstrates the impact of school closures between January and March 8th, 2021.

| Class | September Baseline | | | November | | | March | | | May | | |
|-------|--------------------|-----------------|-----|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | | | | | | | | | | |
| Y3 | 79% (100% PP) | 7% | 14% | 43% (50% PP) | 32% (50% PP) | 25% | 32% (33% PP) | 25% (33% PP) | 43% (33% PP) | 25% (33%) | 11% (17% PP) | 64% (50% PP) |
| Y3 | 79% (88% PP) | 14% (13% PP) | 7% | 62% (63% PP) | 10% (25% PP) | 28% (13% PP) | 31% (25% PP) | 21%(13% PP) | 45% (63% PP) | 28% (25% PP) | 10% (13% PP) | 59% (50% PP) |

| | | | | | | | | | | | | |
|----|-----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|
| Y4 | 44% (50% PP) | 44% (33%) | 12% (17%) | 41% (50%PP) | 33% (33% PP) | 41% (17%) | 30% (50%) | 33% (17%) | 41% (33%) | 26% (50%) | 30% (17%) | 44% (33%) |
| Y4 | 43% (33% PP) | 25% (33%) | 36% (17%) | 29% (33%) | 11% (17% PP) | 61% (50% PP) | 25% (33%) | 25% (17%PP) | 54% (50%PP) | 29% (33%PP) | 4% (17%) | 60% (50%PP) |
| Y5 | 48% (60%PP) | 31% (20%PP) | 17%(20%PP) | 31% (60%PP) | 10% | 55% (40%PP) | 21% (20%PP) | 17% (40%PP) | 59% (40%PP) | 17% (20%PP) | 17% (20%PP) | 62% (60%PP) |
| Y5 | 46% (50%PP) | 11% (38%PP) | 32% (13%PP) | 25% (38%PP) | 7% | 61% (63% PP) | 25% (25%PP) | 7% | 68% (75%PP) | 25% (25%PP) | 0% | 75% (75%PP) |
| Y6 | 34% (71%PP) | 24% (14%PP) | 41% (14%PP) | 24% (57%PP) | 21% (14%PP) | 55% (25%PP) | 21% (43% PP) | 14% (29%PP) | 66% (29%PP) | 14% (43%PP) | 14% (14%PP) | 72% (43%PP) |
| Y6 | 31% (25%PP) | 31% (25%PP) | 38% (50%PP) | 28% (13%PP) | 28% (38%PP) | 45% (38%PP) | 17% (25%PP) | 14% | 69% (75%PP) | 17% (13%PP) | 14% (13%PP) | 69% (75%PP) |

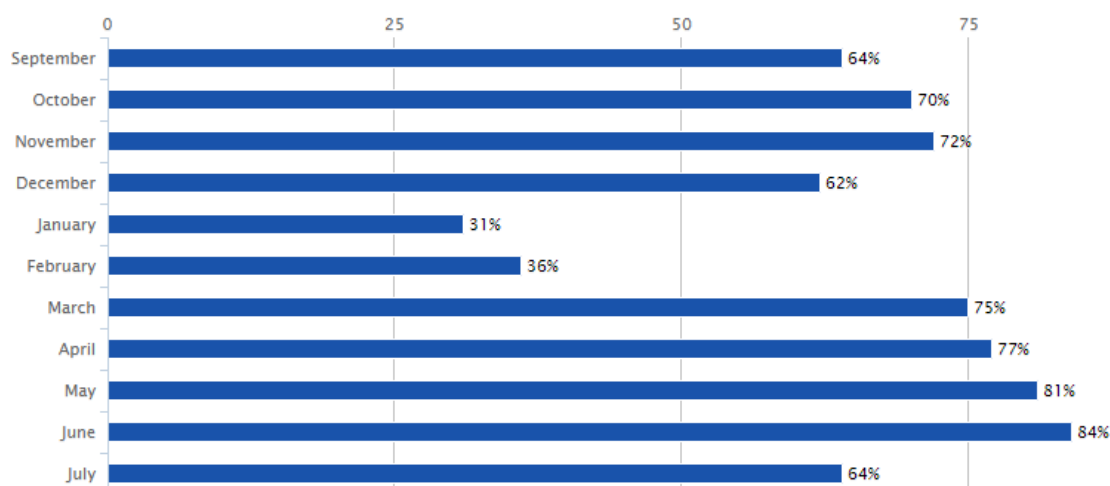
September to November demonstrate impact of fluency focus prior to lockdown in January. March to May data demonstrates period of uncertainty, whereby data was affected by pupils self-isolating, or families keeping pupils off school due to fears of Covid (tackled through attendance strategy).

Engagement with Accelerated Reader (Quizzing)

Over the course of the year, following additional training on Accelerated Reader, dedicated quizzing time was timetabled, providing staff the opportunity to listen to key pupils read and to track and support their quizzing progress.

Accelerated Reader / Participation

Place Farm Primary Academy (School year to date / Summary by month)



January – February demonstrate the period of school closures, but there was an emphasis on pupils quizzing at home. Difficult to manage online, but this was quickly addressed on pupils' returning in March.

July figures are based on half a month, due to the return of library books ahead of school closing for the summer.

Annual Progress in Reading Using Accelerated Reader Assessments (Class Averages) from Years 3-6

NRSS: Normed Referenced Standardised Score

RA: Reading Age

PR: Percentile Rank

Est. ORF: Estimated Oral Reading Fluency

SS: Scaled Score

Year 3 Class A

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|------|-----|-----|----------|
| 31/10/2020 | 103 | 58 | - | 7:11 | 279 | - | 74 |
| 17/03/2021 | 102 | 56 | - | 8:07 | 353 | - | 93 |
| 25/06/2021 | 103 | 57 | - | 8:10 | 388 | - | 103 |

Year 3 Class B

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|------|-----|-----|----------|
| 31/10/2020 | 101 | 54 | - | 7:10 | 269 | - | 71 |
| 17/03/2021 | 101 | 52 | - | 8:06 | 344 | - | 91 |
| 25/06/2021 | 104 | 60 | - | 9:00 | 402 | - | 108 |

Year 4 Class B

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|------|-----|-----|----------|
| 31/10/2020 | 98 | 44 | - | 8:05 | 335 | - | 81 |
| 17/03/2021 | 94 | 35 | - | 8:07 | 357 | - | 87 |
| 25/06/2021 | 96 | 40 | - | 9:00 | 402 | - | 97 |

Year 4 Class B

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|------|-----|-----|----------|
| 31/10/2020 | 102 | 55 | - | 8:09 | 371 | - | 89 |
| 17/03/2021 | 100 | 51 | - | 9:02 | 421 | - | 99 |
| 25/06/2021 | 102 | 55 | - | 9:06 | 468 | - | 110 |

Year 5 Class A

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|-------|-----|-----|----------|
| 31/10/2020 | 99 | 46 | - | 9:02 | 421 | - | 97 |
| 17/03/2021 | 98 | 46 | - | 9:07 | 478 | - | 110 |
| 25/06/2021 | 102 | 55 | - | 10:03 | 557 | - | 126 |

Year 5 Class B

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|-------|-----|-----|----------|
| 31/10/2020 | 100 | 50 | - | 9:05 | 455 | - | 100 |
| 17/03/2021 | 102 | 56 | - | 10:02 | 544 | - | 121 |
| 25/06/2021 | 104 | 59 | - | 10:07 | 597 | - | 131 |

Year 6 Class A

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|-------|-----|-----|----------|
| 31/10/2020 | 98 | 44 | - | 9:10 | 500 | - | |
| 17/03/2021 | 99 | 46 | - | 10:06 | 579 | - | |
| 25/06/2021 | 100 | 49 | - | 10:08 | 604 | - | |

Year 6 Class B

| Mid-Date of Tests | NRSS | PR | PR Range | RA | SS | ZPD | Est. ORF |
|-------------------|------|----|----------|-------|-----|-----|----------|
| 31/10/2020 | 96 | 38 | - | 9:08 | 484 | - | |
| 17/03/2021 | 94 | 35 | - | 10:00 | 522 | - | |
| 25/06/2021 | 98 | 44 | - | 10:05 | 569 | - | |

Progress made by four identified Year 2 Pupil Premium pupils involved in Fluency Intervention, using Rasinki's EARs Fluency assessment

| | EARs score May 21 (out of 16) | EARs score July 21 (out of 16) |
|---------|-------------------------------|--------------------------------|
| Child A | 8 | 14 |
| Child B | 8 | 13 |
| Child C | 4 | 12 |
| Child D | 10 | 15 |

Further information (optional)

Our Pupil Premium Strategy is rooted in our whole school ethos and in our Vision Statement:

“Our vision is for Place Farm Primary Academy to be an excellent school where best practice, high achievement, equality and well-being are at the heart of everything we do for our children and our staff”.

We know that when we provide high-quality teaching that is effective for disadvantaged learners, then we will be providing effective teaching for all.