



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	Severnbanks Primary School
Number of pupils in school	233 (16 nursery)
Proportion (%) of pupil premium eligible pupils	33% (FSM 40%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 22/23 (2 years)
Date this statement was published	1/09/21
Date on which it will be reviewed	1/7/22
Statement authorised by	R Johnson
Pupil premium lead	S Poole
Governor / Trustee lead	K Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,325.00
Recovery premium funding allocation this academic year	£ 12,615.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1346.00
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	£139,286.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.
- Behaviour support - we will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- We will aim for disadvantaged pupils to increase their attendance at school, and thus enabling them to experience the full learning experience at Severn-banks Primary.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND and/or socio-economic circumstances?
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, processing, attention difficulties, motor skills, social skills, self-regulation and social emotional and mental health.
3	Limited cultural capital / opportunities to experience enrichment opportunities due to their individual circumstances, Covid, socio-economic factors, rurality of location and limited local infrastructure.
4	Disadvantaged pupils have lower attendance due to low importance of school for some parents.

5	Parental engagement is difficult and many parents have their own difficulties and are less likely to be able to support their child's learning. Limited opportunities are not always utilised.
6	Aspirations for pupils is low / limited skilled / professional job prospects in area

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>Pupils make at least expected progress in reading, writing and maths.</p> <p>Progress in Reading</p> <p>Progress in Writing</p> <p>Progress in Mathematics</p> <p>Greater Depth in writing</p>	<p>Gap will close in progress made between PP and non PP.</p> <p>Achieve national average progress scores in KS2 Reading</p> <p>Achieve national average progress scores in KS2 Writing</p> <p>Achieve national average progress scores in KS2 Maths</p> <p>Achieve national average for greater depth writing</p>
<p>Increase overlearning and reinforcement in reading and maths at home and school.</p>	<p>Increase in reading ages and mental maths for PP pupils</p>
<p>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</p>	<p>As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.</p>
<p>An intensive home school link service is provided by Severnbanks to support pupils and/or parents, identified by school as vulnerable or in need.</p>	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Behaviour incidents are reduced in school due to behaviour support in the school and home.</p> <p>Access Early Help will be successful</p>
<p>PP attendance increases.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p>

<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and team work are developed.</p> <p>Pupils understand how to self-regulate and are able to learn.</p> <p>Increased attendance in school run clubs</p>
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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: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: Ensure all relevant staff have received paid training delivered by Little Wandle so they can deliver a comprehensive system with which to teach phonics for reading, spelling and writing.	(EEF T&L toolkit: Phonics +4) (The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending). New Phonics Scheme, which has been validated linked to the programme we currently use, to support the teaching of phonics.	2
To upskill support staff with appropriate approaches and pedagogy to facilitating intervention for reading	(EEF T and L: reading Comprehension Strategies +6) Targeting disadvantaged pupils, identified using in-house data/assessment and providing small group intervention eg cracking/ reading comprehension has been successful during the pandemic.	1, 2
Coaching and internal training to embed understanding and knowledge through a thematic text enhanced approach – use of questioning and comprehension strategies to assess reading ability (new staff)	(EEF T&L toolkit: Phonics +4) (EEF Improving Literacy KS1 and KS2) (The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending).	1, 2
Low stake questions CPD continued from last years focus on using metacognition strategies for assessing pupils understanding and retention of learning	“It will be important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn’t been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the	1,2

(metacognition strategies for new to school teachers)	use of verbal questions, short answer quizzes and multiple-choice questions etc. These lowstakes approaches have the benefit of more precisely diagnosing gaps in learning and informing teaching” (THE EEF GUIDE TO SUPPORTING SCHOOL PLANNING: A TIERED APPROACH TO 2021)	
S and L Ensure all relevant staff (including new staff) have had Primary talk training/ NELI and Speech and language support training	Early years interventions Cost: Very high Progress: +5 months Oral language interventions Cost: Low Progress: +5 months Ensure use of Primary talk toolkit/ NELI/ Speech and language intervention TA quickly identify areas of concern in language, communication, and interaction development with early targeted interventions put in place to address SALT referrals made.	2
TA in EYFS receive Total communication training to develop communication with nonverbal/ pre verbal pupils	EYFS consultant and Advisory services have supported school previously in the implementation of total communication and visual prompts. These support the pupils in communicating needs and learning in setting.	1 2
Writing: Ensure that all relevant staff have sufficient training to ensure that the English expectations are effectively embedded in practice so that all pupils receive high-quality teaching. New to year group teachers – training in ARE writing moderation	<i>EEF Improving literacy in KS1 and KS2</i> (EEF T&L toolkit: Phonics +4) (The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending).	1,2
Maths Upskill support staff with appropriate approaches and pedagogy to successful lead interventions in maths to include the use of manipulative (WGSP training TA support)	<i>EEF Improving Maths in KS1</i> <i>EEF Improving Maths in KS2</i> High quality targeted support can provide effective extra support for children. <ul style="list-style-type: none"> • Small-group support is more likely to be effective when: • children with the greatest needs are supported by the most experienced staff; 	1,2

	<ul style="list-style-type: none"> • training, support and resources are provided for staff using targeted activities; • sessions are brief and regular; and • explicit connections are made between targeted support and everyday activities or teaching. 	
Ensure all staff (including new staff) have Maths Mastery training. Ensure that all relevant staff have sufficient training to ensure that the Maths expectations are effectively embedded in practice so that all pupils receive high-quality teaching. New to school receive training from OUP Inspire trainers	EEF Improving Mathematics in the Early Years and Key Stage 1	1,2
Maths Reasoning and problems solving training and support for all staff.	(The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending).	1,2
KS1 staff trained in the Mastering Number Reception, Year 1 and Year 2	(EEF T&L toolkit: Phonics +4) (The EEF Guide to the Pupil Premium: Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending). EEF Improving Mathematics in the Early Years and Key Stage 1)	1,2

CPD	£6000
Resources	£3000

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

Budgeted cost: £78522

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention groups across school. Small group support	EEF T and L Toolkit : Phonics +4 Apple and pears Dancing bears Precision teaching All have proven success in supporting small groups/ 1-1 phonics progress	1,2
In house data identify pupils for small group reading comprehension intervention 1-1 reading with pupils across school – reading champions	EEF reading compression strategies +6 Fast track Reading intervention On track reading effective for comprehension last academic year Reading regularly supports fluency and comprehension.	1,2 5
NELI intervention in EYFS and Y1	EEF T& L toolkit: Oral Language intervention +5 Continue to implement NELI language intervention for increased vocabulary development.	1,2
Speech and language intervention provided by Speech and language TA liaising with SALT service small group 1-1 support	EEF T and L Toolkit: Oral Language intervention +5 Employed TA works successfully with pupils to support the work of the SALT service in school EEF T&L toolkit: small group tuition +4 feedback +8 metacognition & self-regulation (SUMO) +7 Due to socio-economic circumstances, a significant % of PP pupils have a poor breadth of vocabulary and are not at ARE as regards key knowledge and skills Significant number of pupils enter School with delayed language: areas of concern in language, communication, and interaction development.	2
IDL maths intervention – small groups daily TA	IDL programme assesses individual pupils to identify specific need and tailors the programme of intervention to support. Proven success during trial	1,2

facilitated in target each groups	period last year and other IDL programmes. THE EEF guide to supporting planning: A tiered approach to 20-21 – targeted diagnostic assessment can support teachers to monitor pupil's progress.	
In class additional TA support for identified pupils for writing and maths. Class teacher directing support based on diagnostic assessments	THE EEF guide to supporting planning: A tiered approach to 20-21 –high quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned.	1,2
Teacher appointed to work within Year 6 cohort to allow Year 6 cohort to be taught as two small classes.	Including on costs. EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	1,2

Additional teacher	£23,000
KS1/ LK2	£12,205
KS2 TA	£10930
In class TA	£11,495 £8,091 £3,146 £9,000
Speech and language TA	£10,950
BSL support	£500
Total	£78522

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

Budgeted cost: £ **£53,789**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance/reduce PA across the school to be in line with NA</p> <p>Maximise the use of strategies to ensure compliance with attendance expectations, e.g. home school contracts, rewards, incentives and, if necessary, use of AIMS</p> <p>Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully.</p> <p>Ensure whole school accountability for promoting excellent attendance through whole school strategies & targeted support meetings (esp. for those who with poor attendance history in previous years).</p> <p>Breakfast club subsidy for Disadvantaged pupils.</p>	<p>The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.</p> <p>Evidence from previous bespoke packages of support to support PA demonstrates that this support has an impact on pupils' attendance compared to before the package is in place.</p> <p>Breakfast Club for those who are regularly late and miss vital interventions first thing in the morning. Pupils feel more comfortable at the start of the day</p>	<p>4 , 5, 6</p>

<p>AFA project Close the Gap pilot project run by Gloucestershire CC starting re starting September 2021 -2 Year programme -Focussing on Leadership, Teaching and Learning, Wider outcomes and opportunities and parental/ Carers engagement.</p>	<p>due to not being late and having breakfast</p>	
<p>To enhance pupils' cultural capital by providing a breadth of experiences Ensure the curriculum is balanced and carefully sequenced, and the topic curriculum allows opportunities for cultural development. Ensure all disadvantaged children have the opportunity to partake in a subsidised experience in KS1 and KS2. Experience days/ trips linked to curriculum and enhancing learning.</p> <p>Now press play subscription- to bring experiences to the pupils Trips – year groups to plan real experience for pupils. Support funding of residential for Y6 pupils and supplies if needed for their activities.</p>	<p>(EEF T&L toolkit: Outdoor adventure learning +4) Allow pupils to participate in visits, both virtually and in school, which build on skills and knowledge from topic lessons. Provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents. Have themed curriculum days to deepen children's understanding of specific topic areas.</p>	<p>1,2, 3</p>
<p>Introduce a programme to sustainably improve the quality of play. Play leader continue to meet play needs, resulting in a reduction in playtime</p>	<p>(EEF T&L toolkit: Behaviour interventions +3)</p>	<p>2</p>

<p>and post-playtime behaviour issues.</p> <p>Play leader work with local charity focus on 10 key pupils in KS1 – adopt strategies across school once training is complete</p> <p>PBSW training on Superhero lunchtime – disseminate to all MDSAS.</p>		
<p>To work reactively with families and provide bespoke support.</p> <p>PBS Worker to provide effective support to the Pastoral Team so that families in need are well supported and there is evidence of impact in improving engagement/outcomes (inc. management of early help referrals etc) & that parental partnership opportunities are developed.</p>	<p>(EEF T&L toolkit: Parental engagement +3)</p> <p>Working with other professionals to ensure all pupils are supported and safe. (KCSIE 21 emphasis on the importance of multiagency working)</p>	5,6
<p>Provide effective outreach pastoral support through the role of pastoral worker/ Team ELSA TA</p> <p>Safeguarding/PLAC/LAC Leaders to provide effective support for PLAC/LAC pupils, working with school staff and outside agencies to ensure all pupils are well supported and there is evidence of impact in improving outcomes.</p> <p>Play and art therapy for identified LAC/PLAC pupils</p>	<p>Safe guarding and PLAC/LAC leaders provide effective support for vulnerable pupils including PLAC/LAC. Working with other professionals to ensure all pupils are supported and safe. (KCSIE 21 emphasis on the importance of multiagency working)</p> <p>Play and Art therapy provided a non-threatening environment/ activity to support pupils feel able to talk and are listened to. (KCSIE 21)</p>	2,1,5

PB Support Worker	£25,588
ELSA support worker	£5,920
ELSA/wellbeing resources	£4,000
AFA Project	£5,000
Residential/ Trip/ Experiences subsidies	£7,215
Breakfast club subsidies	£2,000
Resources eg Now press play	£2,066
Club resources	£2,000

Total spend of strategy £141,311.00

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.

Aim	Outcome
<p>All children will achieve well, with specific focus on: SEND, Pupil Premium and Previously High Attaining Children.</p> <p>All pupils make good progress in literacy, especially attainment in writing</p> <p>Reading</p> <p>Assess attainment on entry after Covid lockdown and address any fall in attainment for PP pupils to ensure pupils are on-track from their phase results and that previous phase gaps (and gaps on entry) with Non-PP are closed.</p> <p>Use high quality teaching, intervention support with feedback and modelling, applying comprehension strategies, remote learning provision and diagnostic assessment informing teaching priorities to drive improvement.</p> <p>Pastoral team supporting pupils emotionally so ready to learn and engaged in lessons.</p>	<ul style="list-style-type: none"> • Across the whole school, reading entry data showed a fall at ARE, but not as significant as seen in Writing & Maths. • By the end of KS2, Y6 PP pupils had made good progress in Reading, • Y6 PP catchup reading intervention 8th March until 28th May 21 all year 6 PP children met ARE for reading only 60% were meeting ARE end of term 4 for reading. • Y6 = 82% meeting ARE. Compared to their End of KS1 result of 29% meeting ARE • By the end of KS1, Y2 PP pupils made good progress in Reading, 75% meeting ARE. Compared to their Autumn 20 data only 33% meeting ARE. • Greatest progress in terms of increasing the number of PP pupils at ARE (from September entry baselines) was seen in Y2 & 6. • The gap widening the greatest in Y1, Y4 and Y5 . • While Y3 had no official KS1 assessment, attainment from entry remained inline even after lockdowns with 56% PP meeting ARE (NB high proportion of SEND in cohort) • Y4 finished with attainment broadly in-line with their KS1 result after returning from lockdown in March below. • Y5 finished with attainment lower than their baseline and their KS1 result.

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
Employed a teacher for to support writing across school term 5 and 6 due to pupils returning from lockdown unable to sustain writing for a period of time and write at ARE. This allowed classes to be smaller for a set number of weeks and shared between teacher and class teacher.	Local teacher
Applied for Teach first tutor but not allocated	Teach first
NELI	DFE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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