

Pupil premium strategy statement 2022 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Old Earth School
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	15.7% (65 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	20 th September 2022
Date on which it will be reviewed	31 st August 2023
Statement authorised by	Mr D Burns
Pupil premium lead	Mrs E Dixon
Governor / Trustee lead	Mr J Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,870
Recovery premium funding allocation this academic year	£8,990
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	£94,860

Part A: Pupil premium strategy plan

Statement of intent

At Old Earth School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

- Ensuring high quality teaching in every class - Continue professional development for teachers and teaching assistants to ensure quality first teaching in every classroom.
- Improving outcomes in literacy and mathematics.
- Effective strategies for 'Catch up' to complement high quality classroom teaching to accelerate the progress of all children.
- Developing outstanding curriculum provision for all.
- Developing our wider strategies to address any non-academic barriers to attainment such as attendance and behaviour, should they arise
- Ensuring that the PPG benefits all pupils, particularly those eligible for the PPG

The overarching objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

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

- Continued professional development for all staff combined with the resources required to deliver high quality teaching and targeted academic support..
 - Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- 1-1 support inc daily reading for identified children
- Use of Tutors/ qualified staff returning to the profession for recovery catch up.
- Additional teaching and learning opportunities provided through trained Teaching Assistants 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
- Transition from primary to secondary and transition internally including into EYFS.
- Additional learning support.
- Pay for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist software and resources.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication
2	Gaps in reading, writing, maths and phonics
3	Social, emotional and mental health
4	Attendance and punctuality
5	Access to wider opportunities
6	Re-engagement of parents

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
Progress in Reading	Pupil Premium children to achieve above national average attainment progress scores in KS1 & 2 Reading (0)
Progress in Writing	Pupil Premium children to achieve above national average, attainment and progress scores in KS1 & 2 Writing (0)
Progress in Mathematics	Pupil Premium children to achieve above national average attainment and progress scores in KS1 & 2 Maths (0) and in the Year 4 Multiplication Check.
Phonics	Pupil Premium children to achieve above national average expected standard in Phonics Screening Check.
Attendance	Intended outcome =Ensure attendance of Pupil Premium children is at least 95%.

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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early language, reading and phonics development. (£5,000)</p>	<p>Pre-Covid-19 the school had a group of pupils who did not achieve the phonics standard at the end of Year 1 and Year 2. In 2021-21 our work to address this was successful and attainment of pupils was above national and local averages. However, we remain relentless in our ambition that the vast majority of pupils will attain national expectations by the end of Key Stage 1. CPD and further resources will also be used across EYFS, Key Stage 1 and into Key Stage 2 to address phonics gaps that exist.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Little Wandle updated resources and training packages purchased • Staff CPD • Planning, resourcing and monitoring time 	<p>1, 2</p>
<p><i>Accelerating progress in reading across Key Stage 2. (Accelerated reader £5,000, Books £2,000, Reading comprehension development £3,000)</i></p>	<p>During the last academic year the CLL strand team identified a need for a more consistent approach to developing children as enthusiastic independent readers. Following a trial of Accelerated reader in Year 3 staff have received training and the approach will be rolled out across all year groups from Year 2 to Year 6. In addition to this the school is part of an EEF project and will be focussed on introducing a new approach to developing comprehension.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <ul style="list-style-type: none"> • CPD for staff including CLL Strand team leader • New books and reading resources 	<p>2</p>

<p><i>Effective support, intervention and consolidation of quality first teaching to ensure disadvantaged pupils make good progress. (£55,000)</i></p>	<p>The school has invested heavily in additional adult support over the years and is committed to ensuring that this is effective in ensuring great outcomes for children. The Leadership and Management Team provide CPD for existing staff members to ensure that teaching teams are able to provide outstanding support for learning across the school timetable through a consistent and evidence based approach to high quality teaching and support in all subject areas.</p> <ul style="list-style-type: none"> • CPD needs identified and time for TA's to access this <p>The Leadership and Management team have maintained dedicated staffing time to support quality support for early reading across appropriate age ranges along with support for the roll out of new initiatives for reading across the school. The three class split of the Year 6 cohort to accelerate the progress of the pupils and secure effective transition to Secondary school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The school has seen the significant impact of school closures and the wider impact of the pandemic on children. At Old Earth the impact of this continued into the Spring, and in some cohorts the summer term. Staff development will include securing good practice in relation to pupil well-being so that they are ready to learn.</p>	<p>2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recovery/ catch up intervention. £8,990</p>	<p>Through the schools internal scrutiny of performance data it has identified groups of pupils, including disadvantaged and vulnerable pupils, who require additional small group support to address learning gaps and accelerate progress so they are back on track to achieve expected/ better than expected outcomes. The school will use it's recovery premium budget topped up with some of the Pupil Premium Funding to address this.</p> <p>https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding</p>	<p>2</p>

<p><i>Use of assessment to identify barriers to learning. (FFT & NTS subscription £800)</i></p>	<p>Regular review of learning and progress using standardised tests and pupil progress reviews in order to tailor the schools 3'l's approach across all year groups.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p> <ul style="list-style-type: none"> • FFT Aspire subscription and NTS , standardised test resources in Reading and maths purchased for Y1 - 6 	<p>1, 2</p>
<p>Curriculum adaptations and enhancements to meet the needs of PP learners. (£5,000)</p>	<p>ACE groups and evidence used to inform the content of the school curriculum and staff CPD.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p> <ul style="list-style-type: none"> • Staffing cost, Art therapy sessions (DH) out of school providers eg Halifax panthers, Project Sport, Forest School provision. 	<p>1,2,3</p>
<p>Targeted 1:1 and small group interventions delivered by the teacher and Teaching Assistants. (Cost budgeted for in previous section)</p>	<p>Alongside the schools 3'l's approach the school will develop its approach to consolidating learning for pupils who require this and evidence informed interventions which are tailored to the needs of our children.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p>	

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

Budgeted cost: £ 38k

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development . (£12,000 am depoyment)</p>	<p>The school employs a welfare support assistant who works alongside the Leadership and Management Team to support children and families in accessing education and appropriate external support to secure good attendance, academic progress and social and emotional development.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p> <ul style="list-style-type: none"> • Staff CPD linked to SEMH inc Northpoint CAMHS – resilience, self esteem, self confidence, anxiety, low mood and depression • 1:1 attendance support • MHST project launched with in-house practitioner (SH) • Weekly well-being strategies employed in classroom prac eg seeds of happiness, mindfulness • Monitoring by welfare committee half termly 	<p>3, 4, 6</p>
<p>Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and experiences to enhance and make learning purposeful and real. (£3,000 trips)</p>	<p>The school has an established programme of trips, visits and links to local community groups which enhances the curriculum. This includes residential visits in Year 4, 5 and 6. It has continued to ensure that parental contributions towards meeting the cost of these are kept as low as possible and, in some cases, provided at no cost to disadvantaged and vulnerable children.</p> <p>In addition to this the school offers a wide range of extra-curricular and enrichment opportunities through before and after school clubs. It continues to target those pupils who would benefit from wider professional opportunities and making these accessible to pupils so that cost is not a barrier to participation.</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <ul style="list-style-type: none"> • Target disadvantaged pupils for specific after school and before school clubs and activities (project sport programme) • Tracked on PPG provision mapping document 	<p>5</p>

<p><i>Improving attendance and punctuality and self esteem of learners. (£1000)</i></p>	<p>The school has traditionally offered breakfast club, homework clubs and items of school uniform to those children from families who are experiencing the greatest needs. This is aimed at securing good attendance, punctuality and equality of opportunity to extended/ consolidation of learning.</p> <ul style="list-style-type: none"> • Well being provision • Service Level Agreement with LA Education Welfare Team. • CPD for staff • Staff and pupil; well being survey 	<p>4,5</p>
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Total budgeted cost: £ 95,790

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 2021 to 2022 academic year.

In 2021/22 we planned to implement our successful approach to Pupil Premium support as all children returned to school following the relaxation of Covid-19 measures from summer term 2021. We continued to enhance our nurture support and wellbeing provision. National Covid-19 measures remained in place for a period but high local infection rates negatively impacted a significant number of our pupils and staff and Calderdale Public Health Team initiated local guidance which impacted on attendance in the autumn term 2021 and spring term 2022. However, the staff team were relentless in following the Pupil Premium and Recovery plans. The impact is described below.

Progress in reading

Intended impact = Pupil Premium children to achieve above national average attainment progress scores in Key Stage 1 & 2 Reading (0)

Actual outcomes

Key Stage 1 = 61.7% (Pupil Premium = 37.5%) Local Average 65.9% (Pupil Premium = 49.5%).

Key Stage 2 = 81% +1.03 (Pupil Premium 69.2% -1.17), National Average = 74.5% +0.71 Pupil Premium = -0.71(Local Average Pupil Premium = 62.4%)

Progress in writing

Intended impact = Pupil Premium children to achieve above national average, attainment and progress scores in KS1 & 2 Writing (0)

Actual outcomes

Key Stage 1 – 55% (Pupil Premium = 37.5%) Local Average = 56% (Pupil Premium = 38.2%)

Key Stage 2 – 78% +0.92 (Pupil Premium = 76.9% +0.36) National Average - 69.5% +0.14 (Pupil Premium-0.15)

Progress in Mathematics

Intended impact = Achieve above national average attainment and progress scores in KS1 & 2 Maths (0)

Actual outcome

Key Stage 1 – 70% (Pupil Premium = 37.5%) Local Average 67.4% (Pupil Premium = 49.5%)

Key Stage 2 – 82.8% +1.71 (Pupil Premium = 84.6% +1.38) National Average = 71.4% +0.92 (Pupil Premium +0.1)

Progress in phonics

Intended impact = Achieve above national average expected standard in Phonics Screening Check.

Actual outcome

79.7% (Pupil Premium = 75%) Local Average = 75.3% (Pupil Premium = 65.1%)
National Average = 75.3%

Securing good attendance

Intended impact

Ensure attendance of Pupil Premium children is at least 95%

Actual outcome

Whole School = 94.1% , FSM6 = 90.3%

The profile of attendance across the year was impacted by covid19 and illness. This was more stable in the summer term as covid19 and illness was less of an issue.

Whole School (summer) = 95.7%, FSM 6 = 90.3%
 The school attendance was in line with FFT national attendance.

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
Online resources listed.	PurpleMash, Kapow Art & DT, Primary Languages Network, Get Set4PE, Charanga.
Phonics and early reading.	Little Wandle
Key Stage 1 & 2 reading	Accelerated Reader.

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?	Pupils attracting this funding were given the same additionality as all those attracting the pupil premium grant funding.
What was the impact of that spending on service pupil premium eligible pupils?	This group of pupils was included in the vulnerable group of pupils who were given access to in school teaching during the

	national lockdown. Additional pupil emotional and learning support was directed to pupils during this time.
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