

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	Calton Primary School
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	23% (106)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jane Barker Doe
Pupil premium lead	Kirstie Norris – Assistant Head
Governor / Trustee lead	Emma Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	177510
Recovery premium funding allocation this academic year	18560
School led tutoring	8235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	16441
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	220,746

Part A: Pupil premium strategy plan

Statement of intent

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 pupil premium pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which pupil premium pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-pupil premium pupils in our school. Implicit in the intended outcomes detailed below, is the intention that pupil premium pupils' attainment will be sustained and improved alongside progress for their peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the recovery premium for pupils whose education has been worst affected, including non-pupil premium pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Writing - From assessments and observations it has been identified that Pupil Premium children in school are achieving below that of their peers. They are finding the application of writing difficult – this is for a variety of reasons, application of phonics, limited vocabulary, finding the gathering of ideas difficult, hand eye coordination and pencil control, sustaining writing at length and applying SPAG age related principles.</p> <p>Current data (percent dictates children working at ARE):</p> <p>Current Year 1 – 25%</p> <p>Current Year 2 – 58%</p> <p>Current Year 3 – 29% Now the data is 34% slight increase</p> <p>Current Year 4 – 29% Now the data is 47% (Summer Term)</p> <p>Current Year 5 – 36% Now the data is 55% (Summer Term)</p> <p>Current Year 6 – 60% Now the data is 80% (Summer Term)</p> <p>Y6 Leavers 2022 - 2023 – 34% - Achieved 39%, slight increase</p> <p>Y6 leavers 2021– 2022 50% Achieved 63% (Summer Term)</p> <p>As the national writing figure at KS2 currently stands at 69% further work is needed here particularly in the current Year 3, 4 and Year 1 cohort.</p> <p><i>On entry to Reception class is significantly below national</i></p>
2	<p>Maths – From assessments and observations it has been identified that Pupil Premium children in school are achieving below that of their peers. We use an Inter Rail system for mental recall of key skills and many Pupil Premium children are working below the age related aspect within this. Learning walks and observations have shown that many Pupil Premium children require support to access reasoning problems and although scores on arithmetic papers have improved for pupils reasoning answers still remain a priority.</p> <p>Current data (percent dictates children working at ARE):</p> <p>Current Year 1 – 25%</p> <p>Current Year 2 – 58%</p> <p>Current Year 3 – 33% Now the data is 38% (Summer Term)</p> <p>Current Year 4 – 47% Now the data is 48% (Summer Term)</p> <p>Current Year 5 – 36% Now the data is 39% (Summer Term)</p> <p>Current Year 6 – 55% in Year 2 Now the data is 55% (Summer Term)</p> <p>Y6 Leavers 2022 - 2023 – 44% Achieved 35% (SATS)</p> <p>Y6 leavers 2021 - 2022– 50% Achieved 36% (SATS)</p>

	<p>As the national Maths figure at KS2 currently stands at 71% further work is needed across all year groups.</p> <p><i>On entry to Reception class is significantly below national</i></p>
3	<p>Vocabulary - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p><i>On entry to Reception class speaking as well as reading are significantly below national figures</i></p> <p>There are several year groups where reading needs to now be a focus for Pupil Premium children, where one to one reading needs to take place regularly with a focus of discussion around unfamiliar vocabulary.</p> <p>Vocabulary lessons will continue</p>
4	<p>Attendance –</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for disadvantaged pupils.</p> <p>A high percentage of disadvantaged pupils have been 'persistently absent' Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance remains a priority</p>
5	<p>Social and Emotional challenges</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to external challenges for the families. These challenges particularly affect pupil premium pupils, including their attainment.</p>
6	<p>Gaps which have emerged from lockdown and absence</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. It was particularly noted that many of our Pupil Premium children struggled to engage in writing activities. Many parents reported being unable to support their child with the Math curriculum.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing application</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
Improved writing attainment for Pupil Premium pupils at the end of KS1 and KS2.	<p>KS1 writing outcomes in 2024/25 show that more than 70% of Pupil Premium pupils met the expected standard and that more able pupils are challenged for GDS</p> <p>KS2 writing outcomes in 2024/25 show that more than 78% of Pupil Premium pupils met the expected standard and that more able pupils are challenged for GDS</p>
Improved maths attainment for Pupil Premium pupils at the end of KS1 and KS2.	<p>KS1 maths outcomes in 2024/25 show that more than 76% of Pupil Premium pupils met the expected standard and that more able pupils are challenged for GDS</p> <p>KS2 maths outcomes in 2024/25 show that more than 79% of Pupil Premium pupils met the expected standard and that more able pupils are challenged for GDS</p>
<p>To improve the quality of teaching and learning in foundation subjects based on the following Ofsted statements:</p> <p>1. In some subjects, leaders have not mapped out clearly enough what pupils need to know and remember. Where this is the case, pupils have too many gaps in knowledge and understanding. Leaders need to make sure that subjects are carefully organised so that teachers are clear about what needs to be learned and when.</p> <p>2. Assessment systems to check how well pupils are learning in some of the wider curriculum subjects are underdeveloped. As a result, leaders and teachers do not know how well pupils are learning the intended curriculum in these subjects. Leaders should ensure that teachers have guidance about how and what to assess to identify how well pupils are learning.</p>	<p>All foundation subjects are clearly mapped out by 2024/5</p> <p>Assessment systems in foundation subjects are robust by 2024/5</p> <p>As seen from the data improvement much work has been done to fill the gaps in writing and maths.</p> <p>This is being replicated for foundation subjects as this has been an area identified by Ofsted for improvement as subject leaders have planned for extensive revisit and revise in order to combat gaps of all types – attendance and content not sticking.</p>
To achieve and sustain improved attendance for all pupils, particularly our	Sustained high attendance from 2024/25 demonstrated by:

<p>Pupil Premium pupils. The school will fulfil the attendance strategy.</p>	<ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than that for non-pupil premium children nationally • the percentage of all pupils who are persistently absent being in line with that for non – pupil premium children nationally
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our Pupil Premium pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among Pupil Premium pupils
<p>To provide tuition for Pupil Premium children which focuses on gaps which have emerged during lockdown periods</p>	<p>Gaps will be identified using our tracking system Insight, further diagnostic assessment such as PIRA/PUMA, our Inter Rail pathway and teaching will help to close these.</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: **£70,000** Pastoral Team costings

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing	<p><i>The rationale for focusing on high quality teaching for Writing is rooted in the knowledge from a variety of sources that outstanding teaching will help every child to achieve to their full potential.</i></p> <p>Continue to embed the RWI programme – development days to be attended by SL to support with planning and delivery. There will be a planned handover for the leadership of this.</p> <p><i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year (EEF)</i></p> <p>Spelling tests routinely carried out to diagnostically assess pupils gaps – target card used to address these gaps.</p> <p><i>This is to begin working towards more individualised instruction as research shows this can be very effective.</i></p> <p>Focus on home learning practice for spellings</p> <p><i>Homework has a positive impact on progress - EEF</i></p> <p>Focus on the consistency of SPAG teaching</p> <p>Year group expectations are clear for writing</p> <p>Writing exemplifications to be utilised effectively by teachers – accompanied by writing moderation</p> <p>Letter formation focus in EYFS</p> <p>Continued work with Playgroup</p>	1, 6
Maths	<p><i>The rationale for focusing on high quality teaching for Maths is rooted in the knowledge from a variety of sources that outstanding teaching will help every child to achieve to their full potential.</i></p> <p>Diagnostic tests purchased so that gaps can be addressed</p> <p>Updates made to the curriculum</p> <p>Staff training on the provision of maths including InterRail</p>	2, 6

	<p>Particular focus on areas as identified through diagnostic testing as a weakness.</p> <p>Embedding bar modeling across the school so that children are better equipped to answer problems.</p> <p>MTC practice and support embedded</p> <p>Ensure the maths policy is applied consistently</p> <p>Continued work with Playgroup</p>	
Foundation Subjects	<p>As per the tiered model and menu of approaches evidence indicates that high quality teaching is the most important lever schools have to improve attainment.</p> <p>Small steps created for foundation subjects</p> <p>Clear assessment processes, including effective feedback (as seen in the recommendations)</p>	3,6
metacognition	<p>Learn together with a partner school and explore how this can be adapted and used within the setting. Train staff on the principles of metacognition and plan how this can be utilised within teaching practice.</p> <p><i>The EEF state that 7+ months progress can be achieved through metacognition approaches</i></p>	1,2,3
Emotional	<p><i>EEF - Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. Jigsaw families programme as well as a range of supportive pastoral interventions will be provided to support children.</i></p>	5

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

Budgeted cost: **£97,500, 000** for LP support and **£6,000** for reading and Inter Rail 1:1 and **£15,000** for one to one tuition

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant small group work	The EEF defines the use of teaching assistants, particularly as small group interventions as beneficial	1,2

Tutoring sessions with in house staff	<p>Tutoring will be targeted to Reading, Writing or Maths dependent on individual need and drawing on the priority areas for development.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Some sessions will be carried out after school for the older children</p> <p><i>The EEF states that programmes which extend school time are positive on average but the school needs to be mindful of teacher workload – that is why we are working with an external provider.</i></p> <p>15 hour sessions on Maths or Writing dependent on individual need</p> <p>This programme has been developed and supported by the DFE</p>	1,2
One to one reading and Inter Rail support	Children will work on their targeted reading band/Inter Rail, discussing key vocabulary.	3
A range of pastoral interventions	Groups which could be identified throughout the year: Friendship, Wise owl, Yoga, Social skills, Pyramid Club, Hope to Grow, Winston's Wish, gardening support group, anger management, ELSA programs, Positive behaviour groups, 1-1, mentoring, Bereavement support, Fizzy, Sand tray and Lego, TIC and animal therapy.	5

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

Budgeted cost: **£13,000** trips and residentials, **£14, 500** TIC, **£4000** Attendance Officer

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance Officer will continue Embedding principles of good practice set out in the DfE's Improving School Attendance advice. They will implement and regularly review a robust attendance strategy	Children cannot access the full curriculum if they are not attending regularly	4
Trips and Residential funded	The DfE states that 'Extra-curricular activities boost young people's confidence to interact socially with others ; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. The children are also tracked for club attendance in school, approx. a quarter of Pupil Premium children are attending clubs each term the aim will be to see this number rise.	1,2,3,4,5,6
Educational Psychology sessions	In order to provide high quality, first class teaching we need to gain the best understanding of children's needs	1,2,3,5
On site counsellor	To support with social and emotional needs.	5

Total budgeted cost: £ 220, 746

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 2022 to 2023 academic year.

ACADEMIC

Improved writing and maths attainment:

More Pupil Premium children have reached EXS (in house data) in writing. There has been further monitoring around the SPAG scheme and the use of this in school. Phonics provision now has more opportunities for writing built in to it. NTP tuition was used to support KS1 phonics application.

In Maths there have been slight improvements in EXS but we have investigated ways to make this improvement more rapid. We had trialled one to one Inter Rail interventions to support children and those children working below age related expectations have interventions targeted to the gaps in learning. With careful review, we are no longer using the Inter Rail system and have opted for more whole class teaching sessions – this is a daily fluency lesson. Pupil voice from pupil premium children is that this is helping them particularly with their times tables.

Staff now have access to more White Rose supporting materials to aid in the planning of the lessons and we are using arithmetic tests. Staff CPD has taken place on these. Diagnostic tests were purchased and are being used to plan for children's gaps and to provide CPD for staff training.

The MTC remains a focus and it was identified that using the technology provided a barrier to the children, as a result there have been more opportunity for practice this year. For those children who did not achieve the MTC, they are having times tables interventions in Year 5 and Year 6.

Foundation subjects have been mapped in to small steps and assessments have been developed for each.

Pupil Premium children received targeted support as identified through TAC, TAF and PPM as well as through performance management meetings and observations.

School have attended and commissioned training for learning partners on Oracy and Metacognition this academic year. Subject Leaders and teachers have reviewed their subjects and teaching in line with both. A programme has been purchased to support with language acquisition for EAL pupils and this has been run in regular intervention sessions.

Data Picture 2022 - 2023

EYFS

0 of the Pupil Premium children in the EYFS achieved GLD

Phonics

54% of Pupil Premium children passed the phonics screening, 81% of Year 2 pupil premium children achieved this.

Key Stage One

Reading Groups	Overall 2018	National	Overall 2019	2020 Covid TA	Overall 2021	Overall 2022	Overall 2023
PP – disadvantaged (15)	47%	79%	74%	65%	64%	64%	34%

Writing Groups	Overall 2018	National	Overall 2019	2020 Covid TA	Overall 2021	Overall 2022	Overall 2023
PP- disadvantaged (15)	47%	74%	57%	53%	36%	52%	34%

Maths Groups	Overall 2018	National	Overall 2019	2020 Covid TA	Overall 2021	Overall 2022	Overall 2023
PP- disadvantaged (15)	50%	80%	65%	65%	36%	58%	40%

Key Stage Two

Reading Pupil Premium

69% KS1

	School 2019	School 2020	School 2021	School 2022	School 2023
EXS	65%	50%	57%	40%	57%
GDS	12%	29%	14%	13%	9%

Writing - Pupil Premium

57% KS1

	School 2019	School 2020	School 2021	School 2022	School 2023

EXS	62%	64%	51%	63%	39%
GDS	8%	29%	11%	10%	4%

Maths Pupil Premium

56% KS1

	School 2018	School 2019	School 2020	School 2021	School 2022	School 2023
EXS	50%	73%	50%	46%	40%	35%
GDS	13%	8%	14%	6%	3%	13%

Multiplication check data

20% of Pupil Premium children achieved full marks compared to 27% Nationally
The average score for Pupil premium children was 14.8 compare to National of 19.8

Teaching Assistants

LP's have attended regular training within school based on their roles and also on more specific areas such as specific learning needs. Interventions are carefully planned for LP's and timetabled according to each cohorts specific needs, this is adapted and reviewed in Pupil Progress Meetings. There have been changes made to Maths Interventions this academic year. One to one reading and inter rail target practice took place last academic year – we specifically saw progress in the movement through the reading bands where this was the case.

Trips and residentials

All Pupil Premium children had trips and residentials funded last academic year.

Clubs

In the Autumn Term 56 children were Pupil Premium attended clubs, 23 children in Spring and 31 children in Summer,
Across the year a total of 110 children attended clubs, who were Pupil Premium

SOCIAL AND EMOTIONAL

Families have been invited and have attended family jigsaw sessions.

Family Support Worker attended training hosted by Facts4life on delivering parent workshops on healthy families (cover topics such as healthy eating, sleeping and mental health) This will be delivered during coffee mornings starting Sept 22.

Staff INSET on behaviour and behaviour blue print revised with the children

PASTORAL

The team have supported children with ELSA, Lego, Sandplay, FIZZY, bereavement (through one-one and through a Winston's Wish funded gardening group), one to one check in, growth mindset groups, friendship groups, nurture groups and animal therapy.

They have also supported children with academic work when they have struggled to stay in class. Inclusion lead also has supported parents and children with attendance and attended CP meetings.

Family support worker has also held parent groups, coffee mornings, worked with Adult Education to organise workshops (first aid course and supporting children with numeracy were held) as well as attending CP meetings and signposting families to external agencies.

The Inclusion Lead and Family Support Worker also support parents when an issue arises at home. The school have also provided counselling support and worked alongside YMM.

CATCH UP TUTORING BREAK DOWN

109 pupils benefitted from catch up tutoring, we delivered 1595 hours of tuition.

We used School Led tutoring and this was based on the gaps in pupils learning, either phonics, reading or Maths.

The figures in the Reading and Writing section demonstrate progress that children have made in EXS, but all children closed gaps that had formed in their learning, mostly apparent due to varying inputs during lockdown.

One of the challenges we faced was staffing for the delivery of this and thus this academic year we will aim to begin the delivery sooner.

ATTENDANCE

- Leaders have a strong focus on attendance; this is evidenced in the reduction in PA and the overall attendance figures
- Attendance has improved as a result of implementing an attendance strategy this academic year. The policy has been updated in line with this.
- As of the 12th June we currently sit in line (93.57%) nationally (93.2%) with overall attendance
- PA figures have reduced and we are now below National (20.9%) and regional for PA (18.9%) as per Autumn 22
- We work closely with the LA inclusion team and external agencies for those chdn who have part-time tables.

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
Doodle Maths and Doodle English	Doodle Learning
Reading	Oxford Owl
Rest Programme	Jigsaw

Service pupil premium funding (optional)

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

Measure	Details
One to One tuition	On one to one reading and Inter Rail (Maths) interventions
Emotional support	Regular check ins from the pastoral team
What was the impact of that spending on service pupil premium eligible pupils?	Improved reading and mental maths skills, emotional resilience

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Use the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contact schools with high-performing disadvantaged pupils to learn from their approach.

The schools with the highest performing data are;

- Orrell Lamberhead Green Academy (Wigan)
- St Michael in the Hamlet Community Primary
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on Pupil Premium pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.