

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2021 to 2022 academic year, to support improvement in the attainment of our disadvantaged pupils.

It outlines our pupil premium/recovery premium strategy, how we intend to spend the funding in this academic year and the effect of the spending of this grant in 2020/21

School overview

Detail	Data
School name	Akaal Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Fellowes, Headteacher
Pupil premium lead	Navneet Rai, Teacher
Governor / Trustee lead	Rod Dubrow-Marshall, governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,555
Recovery premium funding allocation this academic year	£2,465
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	£30,020

Part A: Pupil premium strategy plan

Statement of intent

At Akaal Primary School it is our responsibility to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and for attainment to be in-line with their peers across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including supporting those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers, those new to country, those whose families are not yet eligible for benefit support, or those who have suffered trauma of some kind. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In addition, our 21/22 plan takes into consideration the impact of Covid-19 on our most vulnerable and disadvantaged learners.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Evidence shows that this has the greatest impact on closing the attainment gap whilst sustaining the standards for non-disadvantaged pupils in our school. Our intention is to ensure high standards for all by providing high quality teaching with targeted, evidence based interventions when needed.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, and through our school improvement planning.

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:

- establish a culture of 'appropriate challenge for all' as a non-negotiable expectation throughout the school, in all aspects of learning,
- develop a well-trained staff team, who have secure knowledge of the range of appropriate, evidence-based, interventions and who have the tools and capability to identify the point that intervention is needed,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

- maintain balance for our children, recognising that the achievements of the whole child are important and making well-being and positive mental health a priority when planning interventions for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and limited vocabulary knowledge among many of our disadvantaged and/or vulnerable pupils. This is evident from Reception through to KS2. This is due to:</p> <ul style="list-style-type: none"> • limited life experiences • limitations of family literacy skills and reduced exposure to quality spoken language, including poor command of 2 (or more) languages • English as an additional language • Cultural variances in parenting approaches
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have less support from home with their learning.</p> <p>For R and KS1 pupils this impacts most significantly on their acquisition of phonics and therefore slows down their progress to becoming competent, independent readers. Additionally reading together and sharing books at home, the completion of homework, and limited life experiences outside of the school day are not valued, resulting in a narrowing of opportunities to apply learning and nurture curiosity.</p> <p>In KS2 this mainly impacts on progress in writing, particularly limiting vocabulary choices and preventing disadvantaged pupils from accessing greater depth learning opportunities</p> <p>Main barriers:</p> <ul style="list-style-type: none"> • Low family aspiration • Low academic achievement within the family unit • Variance in cultural norms, particularly in relation to parenting • Pressured (and sometimes chaotic) home life where a focus on survival is the priority • Poor mental health issues, addiction issues, a prevalence of domestic abuse, low self-esteem and poor personal organisation skills in adult family members
3	<p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvan-</p>

	<p>taged pupils, however <i>ALL</i> pupils have made less than expected progress due to extensive periods of home learning, and the lack of regular quality writing practice.</p> <p>In addition, baseline assessments in September, and assessments and observations of KS1 children on return to school showed that younger children</p> <ul style="list-style-type: none"> • had less well-developed core strength, • had weaker gross and fine motor skills, caused by long periods of time spent at home, • struggled to maintain a sitting posture due to sitting in informal positions for prolonged periods, • had not practiced these essential skills in a range of learning contexts and by not spending time being physical outside (or in clubs)
4	<p>Due to the challenges faced by many of the adults in our disadvantaged families, these pupils are less skilled in self-regulation and the management of their emotions in an age appropriate way. This can be evidenced by analysing data relating to pupils accessing the support systems in school (behaviour mentor, personalised behaviour support plans) which shows a high percentage (90%+) of disadvantaged/vulnerable needing these strategies to manage their behaviour.</p>
5	<p>Improve attendance for children that are eligible for pupil premium. Pupil premium attendance was 90.71% in 2020/2021 in comparison to 96.98% of non-disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Increase in real-life experiences to support the development of rich vocabulary acquisition</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment, NELI outcomes.</p> <p>Children will receive partial financial support towards real world experiences – trips, theatre, residential (appropriate year groups), after school clubs</p>
<p>Improved links with disadvantaged/vulnerable families resulting in more confidence in how to support their child/ren at home.</p>	<p>Increased % of PP pupils passing the phonics screen.</p> <p>Increased % of PP pupils completing homework.</p> <p>Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.</p>

	KS2 data shows at least 65% of disadvantaged pupils achieving the expected standard in writing and 80% in Maths and Reading.
Writing levels return to <i>at least</i> pre-pandemic levels	<p>Writing assessment outcomes across the school show no difference between disadvantaged and non-disadvantaged learners.</p> <p>KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.</p>
<p>Children who need to develop management strategies for their social, emotional, mental health and behaviour needs are able to access a range of in-school support systems, dependent on individual need.</p> <p>Parents/carers are able to seek support from school to signpost/refer them to appropriate services to support their needs.</p>	<p>Increased % of PP pupils able to appropriately manage challenging situations, using strategies developed with them by the school support team.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>Improved relationships with parents measured through qualitative evidence (parent surveys, feedback) that they do see school as a support for them as well as their child/ren.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p>
Improve attendance for children that are eligible for pupil premium.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4% • the percentage of disadvantaged/vulnerable pupils who are persistently absent being below 20%.

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: **£16,020**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI (Nuffield Early Language Intervention) – Training on the philosophy, building on the Talk Derby work from last year.</p> <p>‘Talk for . . . ‘ strategies – training for staff</p> <p>Bell Foundation training on developing vocabulary acquisition and confidence in spoken English</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Train new KS1 staff on RWInc programme.</p> <p>Part funding of support staff salaries to ensure high-quality teaching of phonics, with higher numbers of adults to deliver smaller group sessions</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our teaching of writing in line with DfE and EEF guidance.</p>	<p>Seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3

Develop the use of technology to offer support to parents advising how best to work with children at home.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI (Nuffield Early Language Intervention)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. KS2 support staff to deliver the RWI catch up phase. Part funding of support staff salaries to ensure high-quality teaching of phonics, with higher numbers of adults to deliver smaller group sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Engaging with the National Tutoring Pro-	Tuition targeted at specific needs and knowledge gaps can be an effective	3

<p>gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Support disadvantaged/vulnerable pupils to manage situations which challenge their social, emotional and mental health well-being</p> <p>Partial contribution to staff salary (behavior mentor)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 4

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Visits/ Visitors	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2, 4, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>https://thenationalcollege.co.uk/hub/view/webinar/developing-a-pupil-focused-approach-to-attendance-issues-and-persistent-absence-i-primary https://www.suttontrust.com/our-priorities/schools/</p>	
<p>Working with parents to their skills in self-help</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £30,020

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.

Our internal assessments during 2020/21 suggested that the performance of *all* pupils was slightly lower than in previous years due to the impact of prolonged periods of remote learning. However, due to the measures put in place to support our disadvantaged and vulnerable pupils, there was no significant gap identified between PP pupils and *all* pupils.

Whilst there was significant alteration to our normal working practice, we did still continue with the staff CPD elements of last year's PP plan, and continued to support all disadvantaged pupils with:

- in-school teaching,
- devices for remote learning where necessary,
- learning resources for home,
- food parcels,
- collections and drop offs to support families with altered working patterns
- and provided a daily presence for all children,

thus reducing the impact on pupil S,E,MH and well-being.

The pupils found the second lockdown much harder to cope with than the first and we were required to increase the amount of family assemblies and whole-school (through remote means) connected activities.

Although overall attendance in 2020/21 held in line with previous years overall. Families not being able to travel to India and Europe to visit family had a positive impact on our attendance data for both October and February.

At times when all pupils were expected to attend school, only one family affected absence among disadvantaged pupils, where concerns about underlying health problems led to understandable reluctance to send the pupils to school.

Our observations and assessments showed that our youngest children were most affected, but not to the extent reported nationally, and that this was most significant in terms of core strength and gross and fine motor skills, impacting mostly on writing. This is a key development strand in the 21/22 plan.

Externally provided programmes

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

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