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	William Hulme's Grammar School (Primary Phase)
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kate Heaton
Pupil premium lead	Leigh Dalton
Governor / Trustee lead	Jenny Andrews

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,915
Recovery premium funding allocation this academic year	£32,928
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	£206,343

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 the curriculum, have full access to enrichment and are well prepared for the next stage in their education.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals, 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 disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 that disadvantaged pupils are challenged in all lessons.

- support pupils to develop their oral language skills as well as their vocabulary knowledge.

- ensure that disadvantaged pupils attend as regularly as non-disadvantaged pupils.

- act early to intervene at the point that 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	Children, particularly Pupil Premium children, enter Reception below expected levels for oral language skills. Last year, 35% (21 children) were below expected levels for language skills when entering Reception. 50% of the PP children were not on track. 27% (16 children) required additional SALT support. 20% of Pupil Premium children required SALT support. Whilst the fact that we are still are in recovery from a pandemic may contribute to this percentage, trends over a number of years suggest that the reason behind this are poor language skills at home.
2	Historically, the attainment of Pupil Premium children in Phonics was significantly lower than non-Pupil Premium children. In 2021 54% of Pupil Premium children achieved the expected standard compared to 78% of non-Pupil Premium children. Due to actions put in place last year, the gap between Pupil Premium and Non-PP reduced significantly in 2022 to Pupil Premium 75% and Non-Pupil Premium 81%. This gap continued to close at the end of 2022 2023 academic year with 80% PP passing the phonics check compared with 84% non -Pupil Premium. Maintaining and building on this progress remains of the utmost importance.
3	The attainment of Pupil Premium children In Reading is inconsistent when compared across cohorts. The current Years 5 and 6 have non- SEND Pupil Premium children outperforming all children non- Pupil Premium children. There is no gap between non-SEND Pupil Premium and Pupil Premium in the current Year 3 and a 1% gap in the current Year 4. The largest gap is in the current Year 2 class (8%) The current Year 3 and 4 Reading attainment requires focused support. The gap between non-SEND Pupil Premium and non-Pupil Premium has closed or is closing, but both groups demonstrate low attainment compared to other year groups. Even though we are in the process of recovery, the impact of school closures appears to have had the most significant impact on the Y4 children. The ability to support and challenge at home has also played a contributing role. Subject leaders will use pupil conferencing, staff conferencing, assessments and workbook scrutinies to identify more specific gaps that the children are now having.
4	The attainment of Pupil Premium children in writing is a priority. Prior to the pandemic, Pupil Premium non-SEND were outperforming non-Pupil Premium children in all but one year group, who had similar percentages. Now, only the current Year 5 have Pupil Premium non-SEND outperforming non-Pupil Premium children. Subject leaders will use pupil conferencing, staff conferencing, assessments and workbook scrutinies to identify more specific gaps that the children are now having.

Challenge number	Detail of challenge
5	The whole school gap between Pupil Premium and non-Pupil Premium in Maths attainment remained last year. 68% of Pupil Premium children achieved age-related expectations whilst the number for Non-Pupil Premium children was 78%. This gap has decreased since last year (-9%). Although in Years 2 and 4 Pupil Premium children are outperforming Non-Pupil Premium children, the actual number of Pupil Premium children outperforming Non- Pupil Premium children decreased over last year. In Year 6 the Pupil Premium-SEND at the expected level was 77% and non- Pupil Premium was 88%. This 10% gap narrowed over the course of the academic year but remained the largest gap. All other gaps remained below 10%.
6	Historically, Pupil Premium attendance has been lower than non-Pupil Premium children. Through funding of the attendance team, this has seen an improving trend over a number of years. In 2022, the gap closed as the attendance of both Pupil Premium children and non-Pupil Premium children was 94.2%. Last year, the gap widened slightly as Pupil Premium attendance was 92.7% and non-Pupil Premium was 93.4% Last year the percentage of persistent absences for PP last year was 24.4% which is higher than the Non-PP percentage of 22.1% By continuing and evolving our approach and by retaining the attendance team, the attendance of Pupil Premium and Non-Pupil Premium should be in line even when we aim to increase the percentage of whole school attendance to 96%. The difference in the percentage of persistent absences between PP and Non-PP will also close.

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
To reduce the number of Pupil Premium children in Reception that have poor oral language skills from entry to exit.	■ Data gathered to identify those with oral language skills that are below the expected levels. ■ In-depth assessment using the Pre School Language Scales (PLS) assessment tool for these children; this provides a standard score and age equivalent to monitor progress. ■ Speech and Language Therapist to work with children who require further support after screening. ■ Data collected to measure the progress that has been made. ■ The percentage below expected levels has fallen.
To maintain the attainment of Pupil Premium children in Phonics and ensure the gap between Pupil Premium children and non-Pupil Premium children remains below 5%	■ Early Reading Champion to provide CPD for all staff to further develop the delivery of Read, Write, Inc to ensure that all children are provided with quality first teaching. ■ Early Reading Champion and class teachers to analyse data to identify children who require further support. ■ Identified children have a further 15 minutes, one to one session each day. ■ Attainment percentages have increased from the previous year and the gap remains less than 5%.
The attainment of Pupil Premium children in Reading within each cohort to have improved from the previous year (based on percentage achieving age-related expectations) and the gap between Pupil Premium non-SEND and non-Pupil Premium children has reduced within each cohort.	■ CPD package to support teaching and learning in reading and writing from Laura Lodge (One Education consultant). ■ Head of Reading and Early Reading Champion to provide CPD and tailored support for the delivery of Read, Write, Inc. in Year 3 to enable children to progress to fluency. ■ Shine interventions delivered weekly in Reading ■ The attainment of Pupil Premium children in Reading within each cohort to have improved from the previous year. ■ The gap between Pupil Premium non-SEND and non- Pupil Premium children to reduce within each cohort, particularly Year 2,3 and 4.
The attainment of Pupil Premium children in Writing within each cohort to have improved from the previous year (based on percentage achieving age-related expectations) and the gap between Pupil Premium non-SEND and non-Pupil Premium children has reduced within each cohort.	■ New writing curriculum embedded to develop children's independent writing skills. ■ Progress to be the focus in termly pupil progress meetings for Writing. All Pupil Premium children discussed. ■ Targets set on School Improvement Plan to increase attainment. ■ Regular planning scrutiny by Writing lead. ■ Regular scrutinies of target children's books (including Pupil Premium). ■ CPD first quality teaching from the Talk 4 Writing senior leadership team to support teaching and learning and provide any tailored support. ■ The attainment of Pupil Premium children in Writing within each cohort to have improved from the previous year. ■ The gap between Pupil Premium non-SEND and non- Pupil Premium children to reduce within each cohort.

Intended outcome	Success criteria
The attainment of Pupil Premium children in Maths within each cohort to have improved from the previous year (based on percentage achieving age-related expectations) and the gap between Pupil Premium non-SEND and non-Pupil Premium children has reduced within specific cohorts.	■ Head of Maths to provide CPD and tailored support for upper Key Stage 2 Pupil Premium children. ■ Shine interventions delivered weekly in Maths ■ The attainment of Pupil Premium children in Maths within each cohort to have improved from the previous year. ■ The gap between Pupil Premium non-SEND and non- Pupil Premium children to reduce within each cohort.
The attendance of Pupil Premium children to increase from the previous year and the gap between Pupil Premium children and non-Pupil Premium children to be within 1%.	■ Attendance policy reviewed. ■ Participate in the UL attendance course. ■ Attendance of Pupil Premium children to be monitored by Learning and Attendance Officers. ■ Rapid response to any children whose attendance is a concern. ■ Home visits to be carried out where necessary and recorded. ■ Provide support for families who have a concern from Early Help or attendance surgeries with One Education. ■ Attendance to have increased from the previous year 93% to above 94% and the gap between Pupil Premium children and non-Pupil Premium children to be within 1%. ■ Pupil Premium persistent absences to fall in line with non-Pupil Premium children.

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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and further support from leaders in school for all staff to further develop and maintain the progress so far in the delivery of Read, Write, Inc.	The EEF Early Years Toolkit research evidences that phonics has high impact on the progress of pupils of an additional 5 months. Read Write Inc is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers. Read Write Inc meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress and prepare them for the National Curriculum Tests. An efficacy trial has found that pupils make an additional 3 months progress when following the Read Write Inc scheme. Pupil assessment, teacher conferencing and phonics observations have highlighted that pupils have poor vocabulary and understanding upon entry. The difficulties encountered include distinguishing and hearing sounds as well as the retention of letter sounds.	2 3
CPD and further support from leaders in school for all staff to further enhance the teaching and learning in Writing, including oracy, as well as modelling thought processes.	The EEF Early Years Toolkit research evidences that metacognition and self- regulation have a very high impact on pupil progress of 7 months and collaborative learning approaches has a high impact of 5 months additional progress. High quality feedback can have a very high impact of 6 months additional progress. In addition to this, oral language interventions can also have a very high impact of 6 months additional progress. Research on the impact of Talk 4 Writing showcases that Talk 4 Writing schools have seen an increase of 25% points over the course of 3 years and in 2019, Talk 4 Writing schools were 11% points higher than other schools in children achieving age-related expectations. Teacher conferencing and workbook scrutinies evidence that background knowledge (experiences) appears to lead to the pupils not having a rich vocabulary. At present, the areas to focus on are sentence construction, spellings and tense. In addition to this, children need to develop their oracy skills.	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from One Education to support leaders in developing reading across the school as well as embedding the modelling thought processes in reading.	The EEF Early Years Toolkit research evidences that metacognition and self- regulation have a very high impact on pupil progress of 7 months and collaborative learning approaches has a high impact of 5 months additional progress. High quality feedback can have a very high impact of 6 months additional progress. In addition to this, developing reading strategies to a secure level can achieve a very high impact of 6 months as can oral language interventions. Teacher conferencing and question level analysis has established that background knowledge (experiences of the wider world) is more limited in pupils and that fluency and stamina can be a limiting factor. Answering prediction questions has been highlighted as an issue in Key Stage 2 and inference and prediction are issues in Key Stage 1.	2 3
Developing metacognitive skills in all pupils and provide effective feedback: ■ Rosenshine ■ TLAC strategies ■ Deliberate Practice ■ Reducing cognitive overload This will involve ongoing teacher training in Teacher Learning Communities.	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.Feedback | EEF (educationendowmentfoundation.org.uk)	3,4,5

Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: £70,343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy for children in Reception who are below expected levels for oral language skills.	The EEF Early Years Toolkit research evidences that communication and language approaches have a very high impact on children's progress and development and that on average, the gain is around 6 months. Within school, the impact has been evident in previous years. With the language skill of pupil improving from the baseline to the end of the academic year.	1, 2, 3
One-to-one additional Phonics sessions for children not achieving age-related expectations for 15 minutes per day.	The EEF Early Years Toolkit research evidences that one-to-one tuition and phonics tuition both have high impact, with both, on average, supporting an additional 5 months progress. Pupil assessment, teacher conferencing and phonics observations have highlighted that pupils have poor vocabulary and understanding upon entry. The difficulties encountered include distinguishing and hearing sounds as well as the retention of letter sounds.	2
Use of interventions to target gaps in learning.	The academy trust uses PIRA and PUMA tests for end of term testing. Shine interventions can use the assessment system used to identify gaps in each individual pupil's test paper and creates bespoke interventions. Last year, 50% of children who used Shine in Reading and Maths achieved age-related expectations when they had not previously. The EEF Toolkit research shows that small group tuition has a moderate impact of 4 months additional progress as does teaching assistant interventions.	3, 5
Tuition provided for Year 6 pupils, based on their area of need in Reading, Writing or Maths.	The EEF Toolkit research shows that small group tuition has a moderate impact of 4 months additional progress as does teaching assistant interventions. In addition to this, extending school time also has a moderate impact of 3 months additional progress. Year 6 were chosen because the attainment of children had dropped in Reading, Writing and Maths from the previous year and Pupil Premium non- SEND were being outperformed by Non-Pupil Premium children in Reading and Writing.	3, 4, 5

Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance to be monitored and action taken by Learning and Attendance Mentors.	The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Through this approach, an improving trend has been seen over a number of years. Last year, the attendance of Pupil Premium children was 94.2% compared to 94.2% of non-Pupil Premium children. This was the first year that there was no gap between Pupil Premium and non-Pupil Premium children. due to the attendance team	6

Total budgeted cost: £206,343

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.

On entering Reception in September 2022, all pupils were screened to evaluate receptive and expressive language skills. Pupils who were flagged as not meeting age expected levels were then prioritised for more in-depth assessment using the Pre School Language Scales (PLS) assessment tool; this provides a standard score and age equivalent to monitor progress. Whole Cohort - September 2021 – 37% (22 children) were below expected levels for language skills. 27% (16 children) required additional SALT support.

50% of the Pupil Premium children in Reception were working below the expected level for language skills. Of these, 20% required SALT support and made good progress. The total number of Pupil Premium children who were at the expected level for language skills by the end of the year was 75%. This was an increase of 25% from the start of year.

In Reading, by the end of July 2023, Years 4 and 5 had non-SEND Pupil Premium children outperforming all children. The current Year 2 had the widest gap between non-Pupil Premium children and Pupil Premium children with a gap of 8%. Year 3 had closed the gap between the two groups and Year 4 had a gap of 1%.

In Phonics, the gap between Pupil Premium and Non-Pupil Premium built on last year's success and reduced to 80% of Pupil Premium children passing the phonics screening test compared to 84% of non-Pupil Premium children. The previous academic years gap between the two groups was 6%.

In Writing, by the end of July 2022, the progress of non-SEND Pupil Premium children in writing across the school year was maintained or good. The gap is closing in Years 2,3 and 4 and remains below 10% in all other year groups apart from Year 6.

Shine interventions are now being used in Reading and Maths in all year groups. Pupil Premium children are being prioritised and the Heads of Reading and Maths are working collaboratively with class teachers to target specific children and monitor the impact. This has resulted in the following: across the school, 50% of children who completed the Shine interventions, achieved ARE when they had not previously. In addition to this, targeted support, when identified, is being given to Pupil Premium children in writing. The Writing lead and SLT monitor this and impact is due to be seen in by the end of the academic year 2024.

The attendance figures for Pupil Premium was 92.7% last year. Non- Pupil Premium children was 93.4%. Of this percentage, 28 children were classed as persistent absentees from the 1st of September 2021 to the 21st of July 2023. Throughout the year, the school has worked with these families through One Education attendance clinics to approve their attendance. A total of seven attendance clinics were completed with Pupil Premium families where there were improvements made to attendance. Five children were off rolled who were Pupil Premium and a persistent absentees. The school kept in regular contact with families regarding pupil absences from school and also kept track of their attendance percentages to notice improvements and causes of concern.

Further Information

All pupil leadership opportunities in school are representational of the context. Therefore 26% of the pupil leadership in school are children who are eligible for Pupil Premium.