

Surrey Street Primary School

PUPIL PREMIUM STRATEGY: ACADEMIC YEAR 2023-2024

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year 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	Surrey Street Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil Premium Lead	Sarah Jackson, Headteacher, Greg Iszchak, Assistant Headteacher
Governor Lead	Carolyn Doherty, Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190,605
Recovery premium funding allocation this academic year	£ 15,551
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 206,156

Part A: Pupil premium strategy plan

Statement of intent

Our vision is for learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met. Our intention is that all pupils, irrespective of their background or the barriers to learning that they face, become independent, confident, self-motivated and enthusiastic learners, having the self-esteem to both evaluate and extend their learning to achieve their full potential, within a secure, caring, happy environment.

Through this strategy, we will consider the challenges faced by all pupils identified as belonging to vulnerable groups, including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In line with the Education Endowment Foundation (EEF) Guide to the Pupil Premium, the school will adopt a tiered approach, recognising that high quality teaching is key to the success for all children regardless of their level of vulnerability. For some children, further targeted academic support will be provided, especially for those children whose progress or attainment has been most adversely impacted by the pandemic. Finally, we recognise that many of our disadvantaged children face further, non-academic, barriers to learning, such as those relating to behaviour, attendance, social and emotional needs, and disproportionately fewer life experiences or enrichment opportunities.

To ensure that the approaches we have adopted are effective at closing the disadvantage attainment gap, we will:

- Ensure disadvantaged pupils are appropriately supported and challenged to enable them to fulfil their potential
- Closely monitor our pupils' progress, attainment and wellbeing to enable prompt intervention whenever the need arises
- Ensure our disadvantaged pupils attend school regularly so that they fully benefit from the wealth of experiences

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 significant gaps in pupils' foundational learning. This has been further exacerbated by the disruption caused by the pandemic and the high levels of mobility across the school. Children who fail to achieve fluency in foundational learning in primary school face a widening gap in performance thereafter.</p> <p>Key areas identified are:</p> <ul style="list-style-type: none"> • Pupils' oral language skills and vocabulary • Pupils' phonics knowledge • Pupils' knowledge and use of known number facts
2	<p>High levels of pupil mobility (53% as at 01.07.23 and already 25% 1.11.23); in previous years 50%+ year on year) in the school, means many pupils joining the school with previously unmet SEND, attendance or social and emotional needs. Late identification of SEND or wider needs is a barrier to learning.</p>
3	<p>Social and emotional issues can create barriers to pupils' learning. Observations of pupils and discussions with them and their parents have identified that pupils' social and emotional wellbeing has been significantly impacted by school closures and the pandemic disruption, and this has disproportionately affected disadvantaged pupils. Particular difficulties have been identified with children in key year groups- in particular Yrs1-3</p>
4	<p>Poor attendance and punctuality affect pupils' ability to access the full extent of education provided for them, and therefore represent a significant barrier to learning. Historic attendance data shows that attendance of our disadvantaged pupils was lower than that of non-disadvantaged and persistent absence was higher, but both were improving prior to school closures and pandemic disruption. Our data shows that attendance for our disadvantaged pupils for the autumn term 2023, was 95.29% (96.10% non-disadvantaged) and persistent absence was 17.83% (non-disadvantaged 11.54%). Whilst there is an continued improvement in the attendance figures for our disadvantaged pupils there is still a significant gap between them and their non-disadvantaged peers.</p>
5	<p>Many of our disadvantaged pupils lack wider life experiences, which has been further exacerbated by the cost of living crisis and the reduction in educational visits and in-school workshops and events during the pandemic. This impacts negatively on pupils' confidence, social skills, breadth of ideas to draw upon and aspirations.</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
Pupils demonstrate strong foundational learning which impacts positively on their confidence, self-esteem, and their progress and attainment across the curriculum.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Phonics outcomes in KS1 remain at least at National levels with no discernible gap in performance between disadvantaged and non-disadvantaged pupils Assessments and observations indicate pupils are fluent in their number facts which impacts positively on their calculation skills.
Mobile pupils with SEND, or other barriers to learning, joining the school are identified rapidly and make good progress.	<ul style="list-style-type: none"> Baseline assessments are completed within 2 weeks of mobile pupils joining the school. Referrals to the SEND, wellbeing or family worker team are made within 1 month of pupils with previously unmet needs joining the school.
Pupils are emotionally and mentally healthy, and able to focus their attention on learning.	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, parent and pupil surveys and teacher observations Reduction in recorded behaviour incidents year-on-year
Sustained improved attendance is achieved for all pupils, particularly disadvantaged pupils.	<p>By 2023/24 sustained attendance in line with National pre-pandemic attendance:</p> <ul style="list-style-type: none"> Overall absence rate for all pupils being no more than 4%, with no more than 1% difference between disadvantaged and non-disadvantaged Percentage of pupils who are persistently absent being below 8%, with disadvantaged pupils being no more than 5% lower than their non-disadvantaged peers
Pupils have a wide range of experiences which supports their learning across the curriculum.	There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: **£5,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of high-quality professional development for teachers and teaching assistants focusing on foundational, and social and emotional learning:</p> <ul style="list-style-type: none"> • <i>Phonics & reading</i> • <i>Retrieval and retaining learning- Rosenshine’s principles of instruction</i> • <i>Attachment and Trauma training</i> • <i>Fixing full stops</i> • <i>Maths Fluency</i> • <i>Oracy</i> 	<p>High quality professional development, linked to the school improvement plan and emerging needs of the pupils, has a positive impact on outcomes for pupils: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>Teaching assistants need to receive high quality support and training if they are to have a positive impact when leading structured interventions: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 3</p>
<p>Purchase of DfE validated Systematic Synthetic Phonics resources to secure stronger phonics teaching for all pupils; retention of experienced TA to lead phonics groups and fast phonics interventions. Phonics strategic Lead teacher identified.</p>	<p>Effective phonics teaching has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils; Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>

<p>Purchase of a range of tools to support maths foundational learning for whole class approaches, individual pupil practice and interventions:</p> <ul style="list-style-type: none"> • <i>Number Sense</i> • <i>TT Rockstars</i> • <i>NumBots</i> 	<p>The DfE & NCETM non-statutory guidance draws on evidence-based approaches, which include the importance of factual fluency (foundational learning): https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools Number Sense Maths is informed by research into how high and low attaining pupils develop number sense (fluency in foundational learning). Research to support this approach can be found here: https://numbersensematics.com/research-principles</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£ 38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provision of Oral Language Interventions targeted at those pupils with language poverty or specific language needs (targeted towards, but not exclusively, for disadvantaged pupils):</p> <ul style="list-style-type: none"> • <i>Nuffield Early Language Intervention (NELI)</i> • <i>Speech and Language Therapist support sessions</i> 	<p>Studies indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. NELI is a small group intervention, with at least 3 sessions per week, held over a period of 20 weeks, through which pupils typically make 3 months of additional progress in language.</p> <p>Oral language approaches that are delivered one-to-one also have larger impacts; the speech and language therapist uses diagnostic assessments and targeted support in 1:1 sessions over an extended period.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>A focus on oral language skills will have benefits for both reading and writing.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	<p>1</p>
<p>Provision of 1:1 Fast Phonics and Targeted Reader interventions, targeted towards, but not exclusively for, disadvantaged pupils.</p>	<p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. Both Fast Phonics and Targeted Reader interventions are based on diagnostic assessments.</p> <p>Fast phonics supports pupils in learning to read; targeted reading focuses on fluency and a range of comprehension skills identified by diagnostic assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>1:1 focused support has been shown to be ‘very effective’:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>
<p>Provision of small group Number Sense and Fast Maths interventions to develop pupils’ foundational learning</p>	<p>A focus on foundational learning (achieving fluency in addition, subtraction, multiplication and division facts) through Fast Maths, enables pupils access to conceptual mathematical learning (NAHT aspire Research and Theory that Underpins Pedagogical Practice: NAHT ASPIRE COPYRIGHT © 2014 EDISONLEARNING.) Pupils who fail to achieve foundational knowledge and skills in primary school face a widening gap in later performance.</p> <p>This, together with Number Sense, ties in with the EEF guidance reports relating to primary maths, which identify that maths teaching should help children to:</p>	<p>1</p>

	<ul style="list-style-type: none">-develop a rich network of mathematical knowledge-recognise mathematical connections-develop fluent recall of number facts-enable pupils to consciously choose between mathematical strategies-use consistent representations and manipulatives-encourage discussion about maths <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>These reports also suggest that using an approach or programme that is evidence-based and has been independently evaluated is a good starting point, which is true of both of the chosen approaches.</p> <p>https://numbersensematics.com/research-principles</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

These identified areas represent non-academic challenges which pupils face which negatively affect their education and impact their access to teaching.

Budgeted cost: £157, 456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of an attendance officer to monitor and improve attendance, reduce persistent absence/ term time leave and liaise with the EWO.	Government advice identifies that regular attendance monitoring, first day calling procedures (including priority routine for vulnerable children), home visits, and building relationships with parents supports regular attendance. This is central to the intended approach as is close liaison with the Educational Welfare Officer: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 4
Provision of wellbeing and behaviour support to support pupils with their mental health and ensure they are ready to take an active part in their learning. This will be enhanced by an Education Mental Health Practitioner from CAMHs.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. A combination of universal programmes (Nurtured Heart and Zones of Regulation) and targeted group or 1:1 interventions has been shown to produce moderate improvements in academic performance as well as a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Being able to effectively manage emotions will be beneficial to pupils even if it does not directly improve academic performance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 4
Ensuring barriers to learning are quickly identified and addressed in a highly mobile school population, where many mobile	The guidance https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability identifies that schools should develop an understanding of any non-academic challenges that pupils face that negatively impact their education and access to teaching, for example high mobility.	1, 2, 3, 4

<p>pupils are disadvantaged or otherwise vulnerable.</p>	<p>The National College for School Leadership 2011 report '<i>Managing pupil mobility to maximise learning</i>': https://www.gov.uk/government/publications/managing-pupil-mobility-to-maximise-learning identifies that '<i>the management of mobile pupils is costly and includes hidden costs. For example, a pupil may arrive and clearly have complex learning needs that would require a statement so that his or her learning can be supported. That process takes time, and provision has to be made in advance of the funding arriving.</i>' This is the experience in this school which is why additional members within the Inclusion Team are employed to enable learning needs to be identified and addressed. <i>Managing Pupil Mobility Guidance (DfES 2003)</i></p> <p>In addition to academic support from teachers and teaching assistants, mobile pupils are provided with an appropriate combination of attendance office, wellbeing team, early acquisition English and family worker support.</p>	
<p>Provision of family worker support to address issues occurring at home which may adversely impact on pupils' readiness to learn.</p>	<p>A number of pupils arrive at school not ready to learn because of issues experienced at home. For many children these have been exacerbated by the ongoing pandemic, such as lack of routine and stability over an extended period of time due to school closures. The pandemic has also led to greater uncertainty and anxiety with regards to financial security and health for many families. In supporting families to address these issues, pupils' wellbeing (and potentially attendance) and consequent ability to learn is improved.</p> <p>The DfE <i>Help, protection, education: concluding the Children in Need review</i> June 2019 , identifies the important role that schools play in ensuring equal access to education for children from vulnerable families.</p> <p>The family workers work closely with the attendance officer and wellbeing team to provide an integrated approach to address pupils' social and emotional, and physical needs through wider family support.</p>	<p>1, 3, 4</p>
<p>Subsidising of school trips to ensure disadvantaged pupils benefit from a wealth of experiences outside of the classroom.</p>	<p>Learning outside of the classroom (LOtC) benefits children in terms of attainment, achievement, behaviour, attendance, engagement, wellbeing and personal, social and emotional development:</p> <p><i>Using the Pupil Premium for learning outside the classroom</i> (Council for Learning Outside the Classroom) : http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf</p>	<p>1, 3, 4, 5</p>

Total budgeted cost: £ 206,156

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.

Contextual data for Year 6 Summer 2023:

% of cohort who are PP: 47%

% of non-PP/PP within each group:

	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	36%	64%	16%	84%	88%	12%
PP	50%	50%	27%	73%	41%	59%

Levels of English acquisition

	A (1 to 2 months)	B (12 months)	C1 (12 months)	C2 (12 months)	D1 (18-24 months)	D2 (18-24 months)	E (fluent)
Non-PP			10%	5%		24%	62%
PP	13%					38%	50%

Categorisation of SEND

	SA	SA+	EHCP
Non-PP	50%	50%	0%
PP	33%	33%	33%

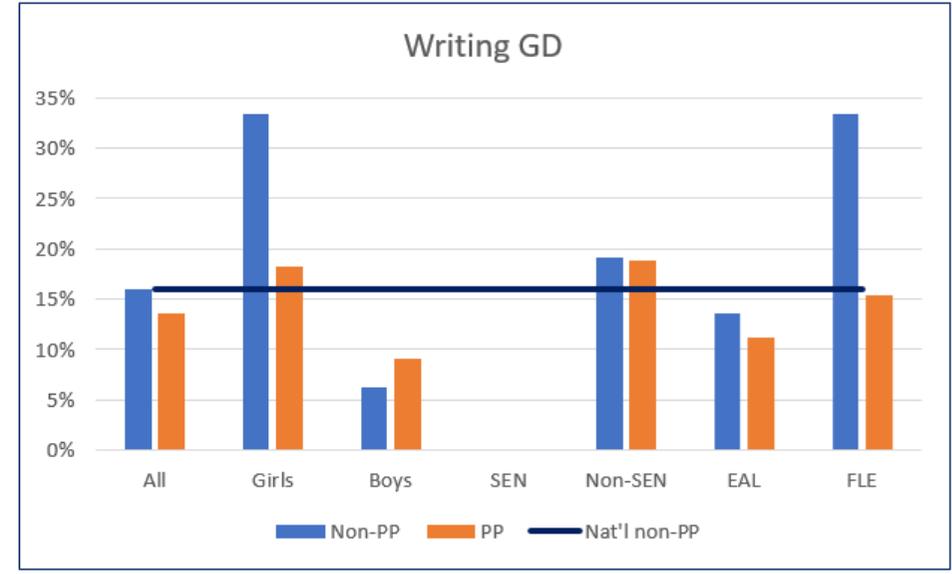
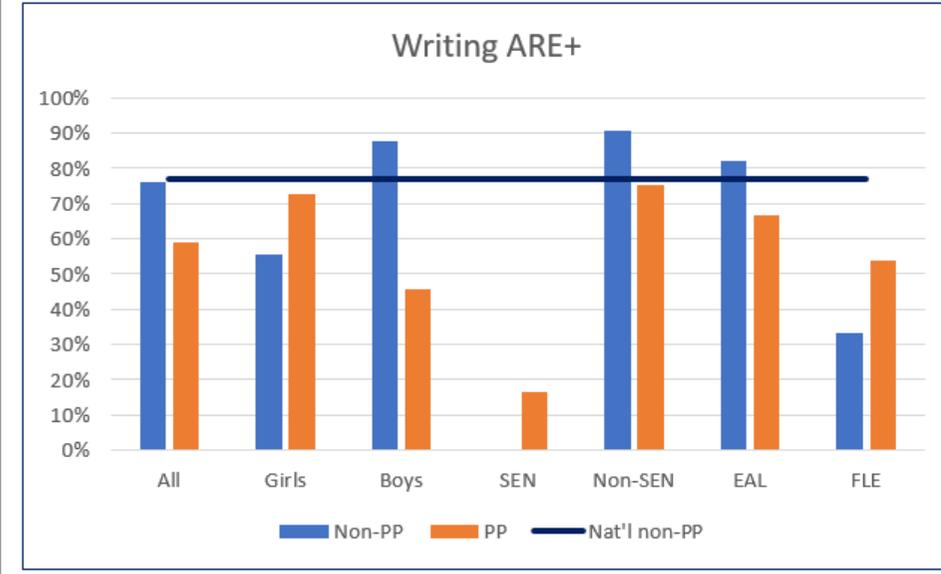
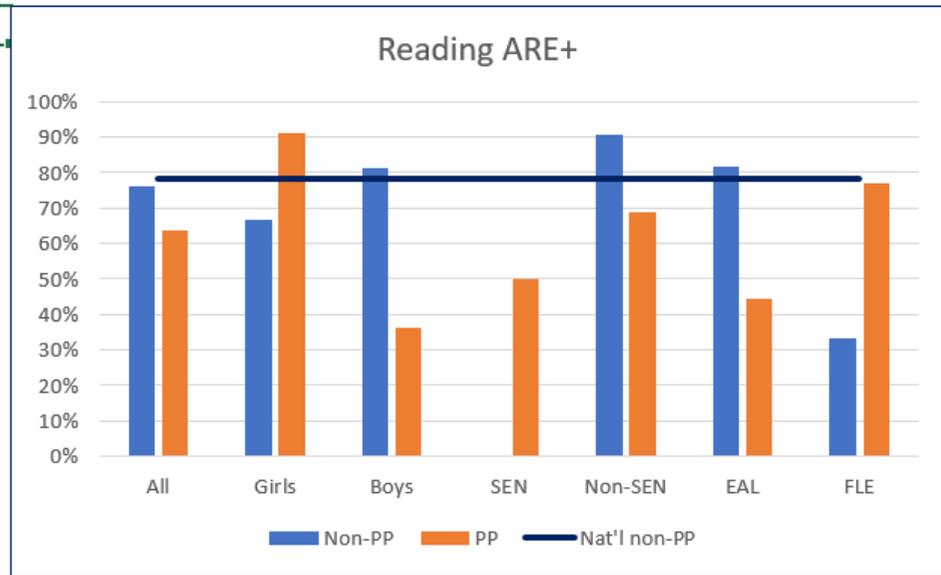
Reading Progress - Expected+

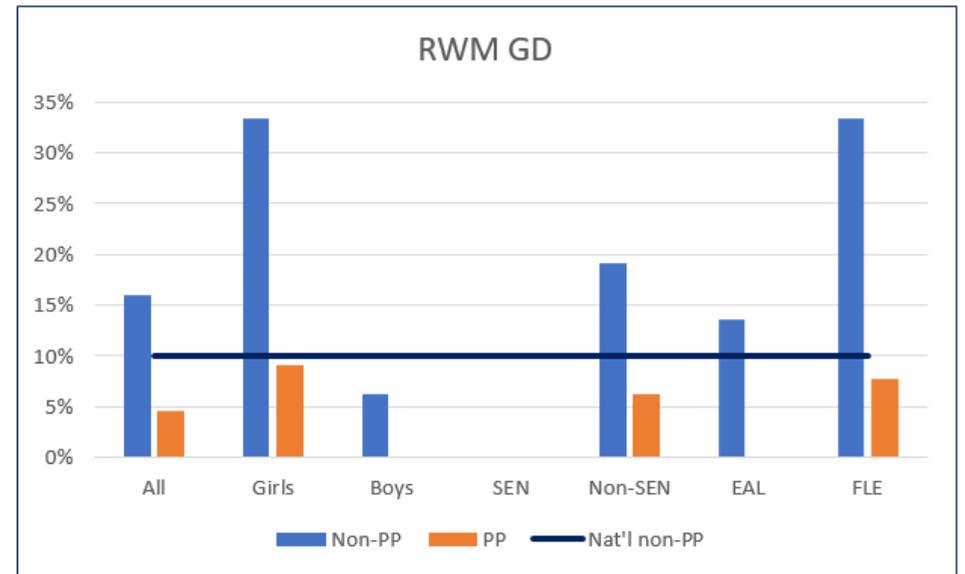
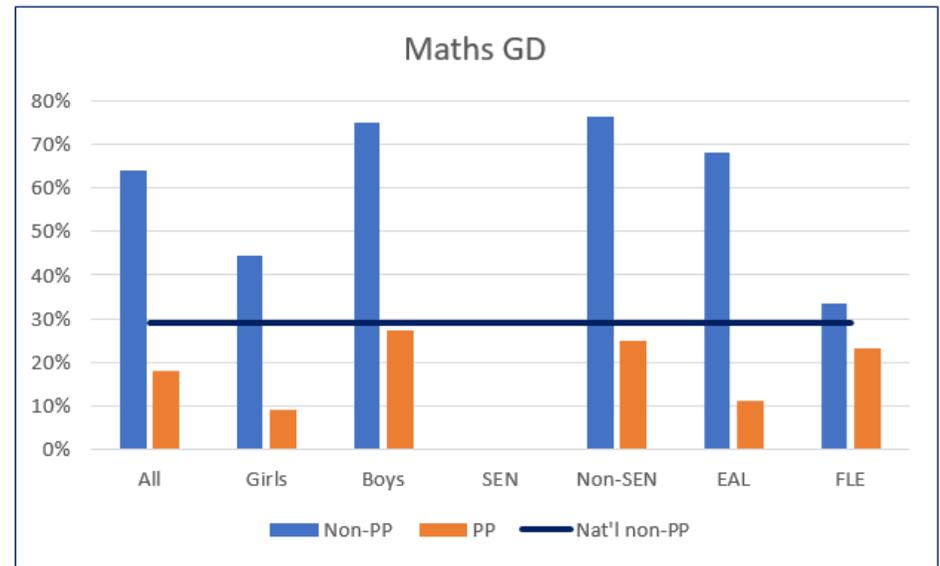
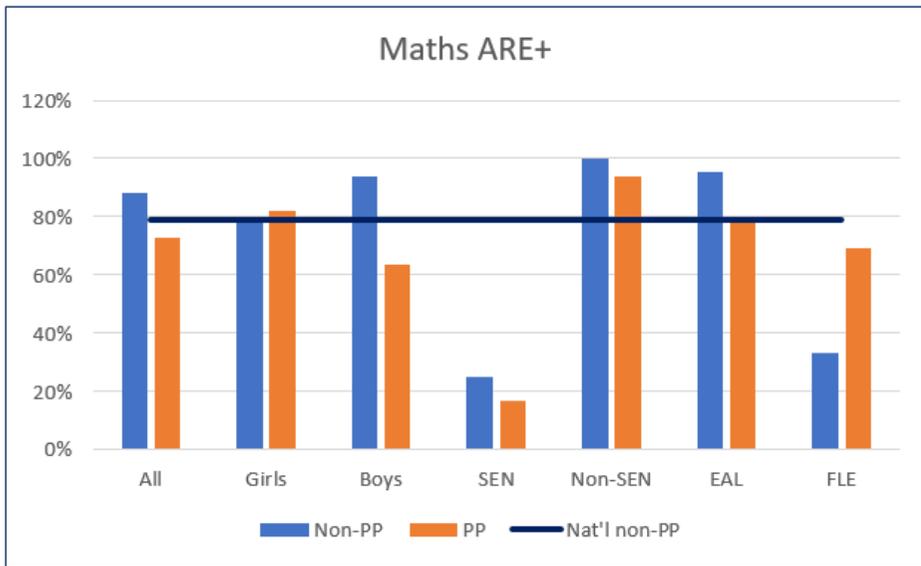
	All	Boys	FLE		
Non-PP	84%	73%	100%		
PP	85%	80%	91%		

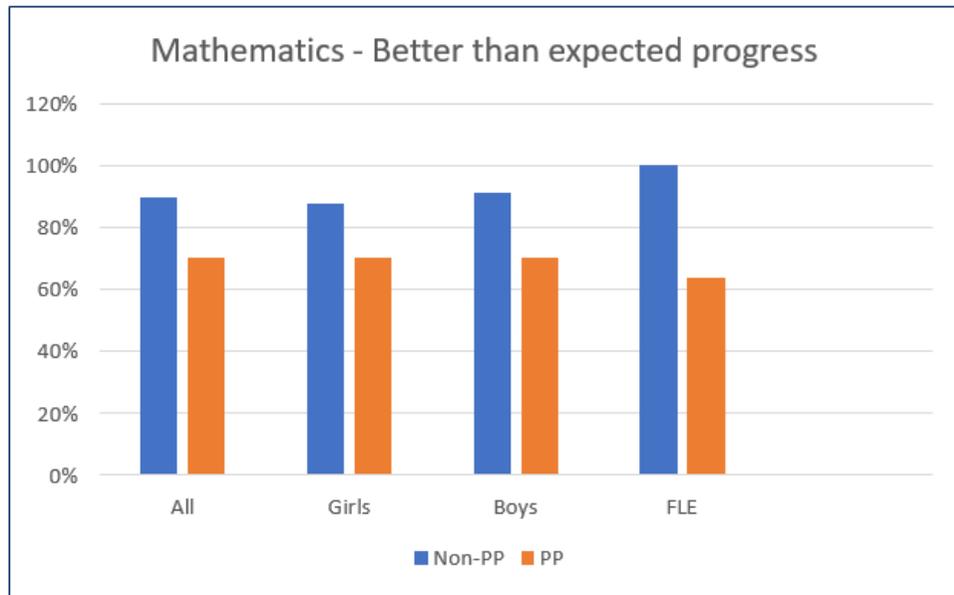
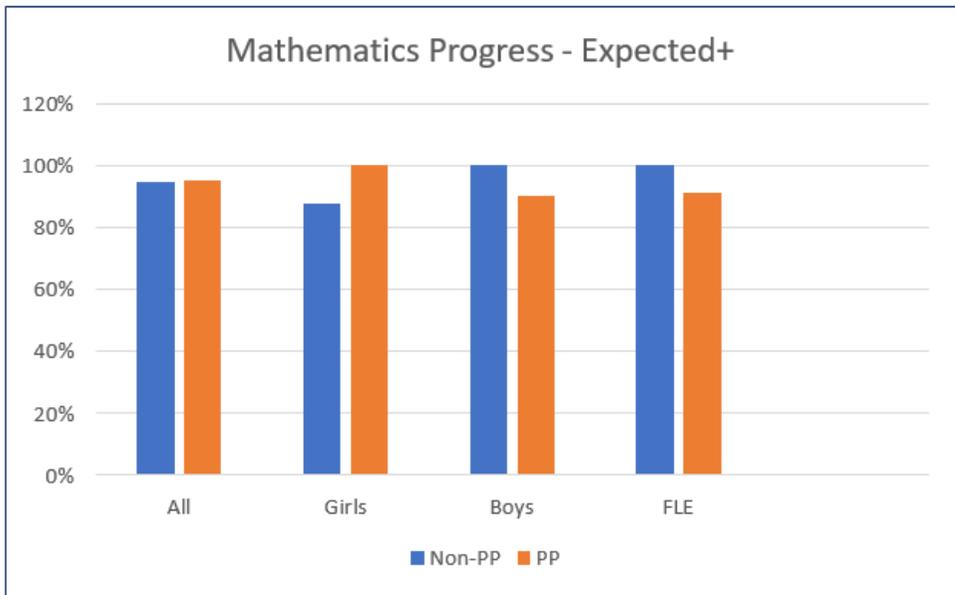
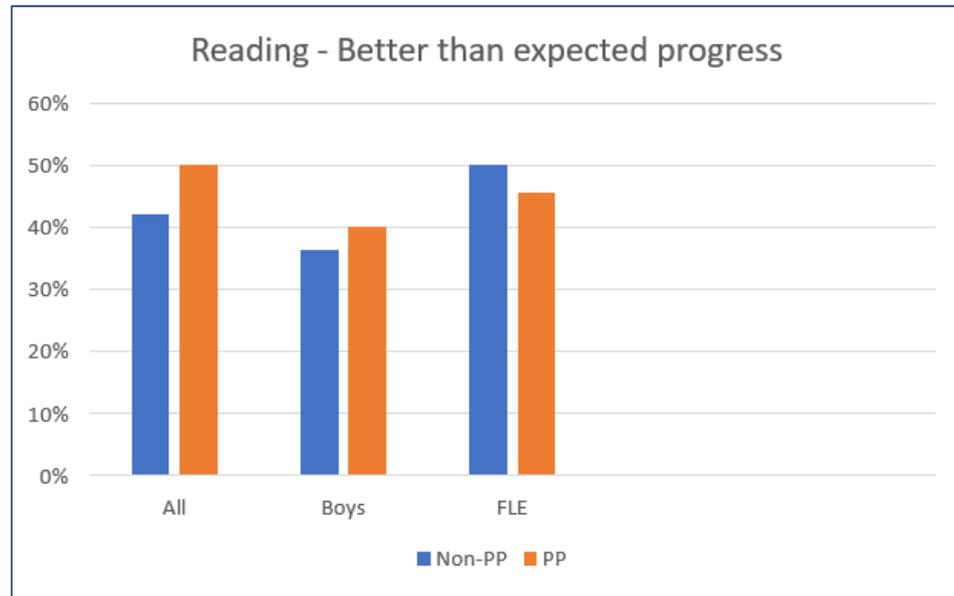
Reading - Better than expected progress

	All	Boys	FLE		
Non-PP	42%	36%	50%		
PP	50%	40%	45%		

Attainment Charts:







Summary of outcomes KS2:

The reading progress at exp+ and better than expected indicates a diminishing of the difference between disadvantaged pupils and non-disadvantaged pupils.

Writing progress does not indicate a diminishing of the differences. This will be addressed through the implementation of the 'Fixing full stops' programme from Herts for Learning. Training for this will be provided in the Autumn term 2023.

In maths, a higher percentage of PP children and PP girls are making Exp+ progress than the non-PP peers. Although PP weaker than non-PP, attainment is close to/above Nat'l at ARE+. The biggest attainment gaps are at GD.

Summary of outcomes KS1:

Data for Summer 2023 was significantly below national in all areas apart from reading and mathematics at GD. Year 2 were significantly impacted by high levels of mobility (90% average across both classes (107% and 63% respectively)). Additionally, 33% of the Disadvantaged group have identified SEND with 100% of this group at the significant SEND level (EHCP or EHCP pending). Pupil progress will be monitored at an individual pupil level for this cohort due to the skewing of group data.

	Reading EXP	Reading GD	Writing EXP	Writing GD	Maths EXP	Maths GD
All children	54%	27%	30%	4%	46%	16%
Disadvantaged	47%	21%	31%	5%	47%	21%
Non-disadvantaged	57%	30%	35%	3%	46%	14%

Phonics:

There has been a significant up lift from the previous year (post COVID-19-65% achieving the expected standard) with the school achieving 83% in 2023. There is a 2% difference between disadvantaged (achieving 81%) and on-disadvantaged (achieving 83%). The strategic phonics lead teacher will monitor the disadvantaged group as a key dynamic group throughout the course of the year to ensure timely interventions are in place to diminish the gap.

Summary of outcomes EYFS:

Children's outcomes for GLD for all children in Summer 2023 61%. Outcomes for our disadvantaged pupils was 75% with the non-disadvantaged pupils achieving 54%. It is important when comparing these figures to understand the skewing impact of other groups such as mobility, Early acquisition English and Significant SEND; this is especially the case when looking at the non-disadvantaged group.

Summary of outcomes MTC:

Analysis of average scores would suggest that although the gap for non-disadvantaged learners is reducing, there is still a small gap. The average scores for disadvantaged pupils was 22/25 in comparison to the non-disadvantaged pupil group which was 23/25. The school have appointed a strategic lead for mathematical fluency who will monitor the disadvantaged group as a key dynamic group throughout the course of the year to ensure timely interventions are in place to diminish the gap

Externally provided programmes

Non-DfE programmes that you purchased in 2022-23.

Programme	Provider
Number Sense	Number Sense

Further information

As a school, we are very grateful to the generous donations of food from staff and pupils' families which have enabled our family workers to offer food parcels to those in need at very short notice. Our family workers also signpost parents to agencies providing financial support and charities, such as the Luton Foodbank and those providing uniform, winter coats and shoes. The school also works with Luton's Level Trust charity which provides support for disadvantaged families especially during the school holidays.

We are also grateful to the staff who give up their time to provide before and after school sports clubs at no cost to the school, which enables all pupils to attend without charge.