



Overview

Detail	Data
School name	Erdington Hall Primary School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gill Turner
Pupil premium lead	Wendy Cotterill
Governor / Trustee lead	Kathryn Oliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,235
Recovery premium funding allocation this academic year	£23,780
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	£243,015

Part A: Pupil premium strategy plan

Statement of intent: Erdington Hall Primary School

At Erdington Hall it is our aim that all pupils achieve the best possible outcomes. We believe that the highest standards can only be achieved by having the highest expectations of all learners.

Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium funding. (PPF)

We recognise the impact that COVID 19 and lockdown has had upon our pupils, in particular the development of language and the use of wider vocabulary for disadvantaged pupils.

Objectives

The school has the following objectives with regards to its use of the Pupil Premium Funding

- To provide additional educational support to raise the achievement of pupils in receipt of the PPF
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying any inequalities between pupils
- To ensure that the PPF reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupils, to collaboratively ensure pupils' success

How is the PPF spent

Under the ESFA's terms of the PPF, the school only spends the funding in the following ways:

- For the purposes of the school, i.e., for the educational benefit of pupils registered at the school
- On community facilities whose provision furthers any benefit for pupils at the school

Long-term strategy for success

As part of our strategy, we will maximise the use of the PPF by:

- Assigning a pupil premium lead to champion the educational needs of disadvantaged pupils
- Ensuring PPF funding and spending can be identified within the school's budget.
- Consulting, as necessary and as appropriate, the pupil premium lead, governors, staff, and parents when deciding how funds are spent and the impact of the expenditure.
- Assessing the individual provisions required for each pupil in receipt of the PPF

The school explores evidence-based summaries of PPF use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPF spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPF use, the school uses approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support, such as tutoring
- Are evidence-based.

- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements, e.g. via pupil's personal education plans (PEPs).
- Support pupils' transitions through the stages of education, e.g., from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupils' awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

The school also chooses approaches that emphasise:

- Relationship-building, both with appropriate adults and with pupils' peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner –the approach relates to pupils' interests and makes success matter to them.
- A joined-up approach involving the pupil's social worker, carer, virtual school head (VSH) and other relevant professionals.
- A child-centred approach to assessment for learning.

A tiered approach to PPF spending

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1: Teaching

2: Targeted academic support

3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPF spending. To achieve this, the school spends the PPF in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

Evidence shows that targeted support has a positive impact and is a key component of effective PPF use. The school spends the PPF on targeted support in the following ways:

- Structured interventions
- Small group tuition

- One-to-one support

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPF on the following wider strategies:

- Behaviour support/ Lunchtime Mentoring Clubs
- Access to the Senior Learning Mentor
- Contribution to extra-curricular activities
- Working with outside agencies to improve attendance

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and Vocabulary</p> <p>Assessments and observations indicate that disadvantaged pupils enter the school with under-developed language skills that are typically lower than their peers and other pupils nationally. Some pupils technical and higher-level vocabulary is limited. This is evident from nursery to year 6.</p>
2	<p>Phonics</p> <p>Assessments and observations indicate that the attainment in phonics of disadvantaged pupils is lower compared to their peers. This has an impact on their reading progress and pupils' development as readers.</p>
3	<p>Maths</p> <p>Assessments indicates that maths attainment for disadvantaged pupils is below their peers. Some pupils lack the basic skills in maths. There are knowledge gaps which result in some disadvantaged pupils falling further behind age-related expectations.</p>
4	<p>Writing</p> <p>Due to Covid 19 some pupils' writing stamina has reduced as they have missed the regular writing practice. Presentation, grammatical errors, and stamina in writing are a weakness.</p>
5	<p>Attendance</p> <p>Persistent absence is higher than national (11.2%) for disadvantaged pupils (18.3%), this is similar to their peers. This impacts negatively on the progress and attainment of disadvantaged and other pupils.</p>
6	<p>Well-being</p> <p>Observations and discussions with pupils and their families have identified social and emotional issues for many pupils. These are due to limited enrichment opportunities and financial hardship experienced during school closures. These issues particularly</p>

	<p>affect the confidence and resilience of disadvantaged pupils, which has impacted on their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic 51 pupils (73% of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group interventions.</p>
7	<p>Cultural Capital</p> <p>Pupils have missed a range of first-hand life experiences and enrichment activities such as educational visits. This has restricted their development of the broader understanding of the world.</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
1. Improved language and vocabulary skills amongst the disadvantaged pupils	Assessments and observations indicate that oral language amongst disadvantaged pupils has significantly improved.
2. Improved phonics and reading outcomes for disadvantaged pupils so they are line with the expected standard	Reading attainment for 2021-22 is similar to national figures by the end of key stage 2. Phonics attainment for Year 1 and 2 pupils in 2021-22 is similar to national figures.
3. Improved outcomes in maths for disadvantaged pupils	Maths attainment for 2021-22 is similar to national figures by the end of key stage 2.
4. Improved outcomes for writing for disadvantaged pupils	Writing attainment in 2021-22 is similar to national by the end of key stage 2.
5. The level of persistent absence is reduced	The attendance data shows that the persistent absence is closer to the national figure.
6. To show that the well-being of disadvantaged pupils is improved	Monitoring indicates that <ul style="list-style-type: none"> – More pupils are accessing extra-curricular activities – There is a reduction in the number of teacher referrals due to social issues – Surveys report that wellbeing is improved – Analysis of safeguarding data
7. To enhance the knowledge of the disadvantaged pupils' knowledge, skills, and wider understanding of the world, through visits and experiences	Observations and monitoring shows that disadvantaged pupils have gained a broader general knowledge of the wider world. This results positively on the educational outcomes and personal development of pupils. There is a significant increase in the participation in extracurricular activities.

Activity

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: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Vocabulary</p> <p>Pre-teaching</p> <p>Vocabulary boxes to recall key words and phrases from previous learning and the use of purposeful, curriculum focused, dialogue and interaction.</p> <p>Use of Echo reading to extend pupil's spoken vocabulary</p> <p>Purchase and embed diagnostic tests</p>	<p>There is EEF evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> <p>Oral language interventions EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Children need support to build from understanding single words in context to use a wider range of vocabulary, using unfamiliar words in context.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress EEF</p> <p>Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.</p> <p>https://Diagnostic Assessment Tool.pdf</p>	<p>1</p>
<p>Reading and Phonics</p> <p>Follow with fidelity the Little Wandle Phonics approach</p>	<p>EEF evidence suggests that training in phoneme awareness can improve word reading.</p> <p>The EEF recommends the use of highly skilled coaches to be used to deliver CPD alongside school mentoring and peer to peer collaboration to bring about school improvement.</p>	<p>1,2</p>

<p>to secure stronger phonics teaching for all pupils.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Purchase of decodable reading books</p> <p>Purchase of Accelerated reader subscription</p> <p>Purchase Accelerated reader texts</p> <p>Reading for Pleasure-CPD and texts</p> <p>External Consultant for support and review</p>	<p>https://educationendowmentfoundation.org.uk/effective-professional-development</p> <p>DFE evidence suggests that phonics-based approaches have a strong impact on the progress of disadvantaged pupils. (This is accuracy of word reading, not necessarily comprehension)</p> <p>Additional adults will provide precision teaching for same day interventions to close gaps in learning of disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>DfE validated Systematic Synthetic Phonics programme</p>	
<p>Maths</p> <p>Improvement of the maths curriculum, planning and teaching in line with DfE and EEF guidance.</p> <p>Teacher release time to embed key elements of guidance in school</p> <p>Maths Hub manipulatives resources and CPD</p>	<p>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.</p> <p>On entry to Reception class 87% of our disadvantaged pupils arrive below age-related expectations.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 suggests that</p>	<p>3</p>

<p>Mastering Number: staff training, resources, and cover</p> <p>Times table Rockstar's</p> <p>External Consultant Support and review</p> <p>Whole school support, diagnostic assessment, monitoring, and review of shared reading approach from consultant.</p> <p>External Consultant Support and review</p> <p>Cover for CPD</p>	<ul style="list-style-type: none"> – school provide training and support for staff using targeted activities, including structured resources or activity plans with clear objectives. – sessions should be brief and regular. – quality is generally more important than quantity— there is some evidence to suggest that time-limited interventions may be more effective – make explicit connections between targeted support and everyday activities or teaching; practitioners delivering additional support should have time to discuss this work with their colleagues. <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-35</p>	
<p>Writing</p> <p>External Consultant For support and review</p> <p>Cover for CPD</p> <p>Resources to support the teaching of writing</p>	<p>Pupils writing stamina can be improved by effective the use of effective strategies to address presentation, grammatical errors and writing stamina.</p> <p>These strategies must be taught consistently well and include:</p> <ul style="list-style-type: none"> – Pre-writing activities to teach skills – Teaching sentence structure and combination – Summarising – Sharing, drafting, editing, revising own writing <p>EEF research suggests effective writers use several strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge. The strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility.</p>	<p>2,4</p>

	<p>Further to this, EEF research shows a fluent writing style supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. Spelling should be explicitly taught, and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult. Pupils should practise sentence-combining and other sentence construction techniques.</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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced Class size in Year 6	<p>DFE guidance suggests that teaching in small class sizes can allow targeted teaching to address specific needs and knowledge gaps of Year 6 pupils. It can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/reducing-class-size</p>	All
<p>Speech and Language therapist to screen all children on entry to the EYFS and provide a bespoke programme.</p> <p>Wellcomm programme for all children in EYFS stage.</p>	<p>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:</p> <p>Interventions are 1:1 and small support dependent on need.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/oracy</p>	1,6

<p>Additional staff support</p> <p>Educational Visits</p> <p>Hippodrome Theatre Education Network (HEN) Network</p>	<p>EEF research suggests that pupils can make 3 months extra progress when they take part in extra-curricular or cultural trips. Therefore, the PPF is used to remove financial barriers to these experiences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Additional adults will provide precision teaching for same day interventions to close gaps in learning of disadvantaged pupils.</p> <p>Engaging with the National Tutoring programme 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>EEF research in ‘Closing the Disadvantage Gap’ shows that one to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding.</p> <p>One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>All</p>

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

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>This will involve training and release time for staff to develop and implement new procedures such as prizes and rewards, appointing attendance/support officers to drive improvement in attendance.</p> <p>Learning Mentor</p> <p>Education Welfare Officer</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Disadvantaged persistent absence for 2020/21 was 19.3% national was 11.2%</p> <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism.</p> <p>www. Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation?</p>	5
<p>Well-being and Parental Engagement</p> <p>Learning Mentor</p> <p>Family support worker</p> <p>Breakfast Club running costs</p> <p>Magic Breakfast</p> <p>Thrive training for staff and release time</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):</p> <p>EEF Social and Emotional Learning.pdf</p> <p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/magic-break-fast</p> <p>https://sandbox.educationendowment foundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	6,1

Total budgeted cost: £ 243, 015

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

1. Teaching

- New Writing cycle enabled staff to be upskilled and learning improved due to focus on basic skills in writing.
- Pupils were taught to self-mark; this allowed for them to use and apply taught EGPS skills.
- CPD, led by external consultants, enabled staff to successfully plan and teach writing, this led to Y6 in 2022, achieving 2.6 points of progress. KS1, which was moderated, achieved 48% (58% national) in Writing.
- In Phonics at the end of Y1, disadvantaged pupils achieved 100%.
- In Reading, disadvantaged pupils in KS1 achieved 68% (-8% from all).
- In Writing, disadvantaged pupils in KS1 achieved 46% (-2% from all).
- In Mathematics, disadvantaged pupils in KS1 achieved 57% (-7% from all).
- For combined, disadvantaged pupils achieved 46% (-2% from all) at ARE+.
- In Reading, disadvantaged pupils in KS2 achieved 74% (-2% from all), which was above national for disadvantaged (62%).
- In Writing, disadvantaged pupils in KS2 achieved 63% (-11% from all), which was above national for disadvantaged (55%).
- In Mathematics, disadvantaged pupils in KS2 achieved 56% (-8% from all), which was in line with national for disadvantaged.
- For combined, disadvantaged pupils in KS2 achieved 52% (-5% from all) at ARE+.
- In Years 2-6 the gap between disadvantaged and all children is less than 11% are ARE combined.
- In Maths, CPD led staff to successfully develop pupils' knowledge of subitisation and number.

2. Targeted

Academic

Support

- Year 6 pupils were taught in smaller groups from Spring term onwards.
- School led tutoring enabled pupils at risk of not achieving ARE at the end of KS2 in Mathematics. For disadvantaged, 56% were successful at ARE+.
- Nursery and Reception pupils have benefitted from a language rich environment and planned educational visits.
- Pupils in nursery made at least two bands of progress in WELLCOMM.
- Percentage of children passing Y2 phonics check was 81%, 35% of disadvantaged pupils passed.
- The impact of pre-teaching and reviewing vocabulary is seen in children's books, pupil voice and oral contributions in the classroom. The teaching of vocabulary in the reading cycle enables children to read and understand a wider range of texts.
- Diagnostic tests have identified gaps in knowledge have allowed teachers to target areas for next steps. Standardised tests provide accurate data to support teacher assessment and gap analysis informed interventions.
- The use of Echo reading improved fluency of reading and helping to extend pupil's spoken vocabulary in KS2.
- Same day intervention for phonics took place which ensured children's catch up and to keep on track.
- Early reading is flood filled with adults to enable phonics appropriate guided reading to occur from Reception to Y2. All staff follow the reading cycle to include decoding vocabulary and prosody.
- Reception communication and language has improved 60% since baseline and Nursery has increased by 27%.

3. Wider Strategies

- Attendance for all nationally was 96%, at Erdington Hall it was 92.9%, attendance of disadvantaged pupils was slightly lower (-0.2%) 91.9%.
- Persistent absence was 25.5% for all and 27.8% for disadvantaged pupils.
- The school's attendance officer works effectively with the EWO to increase attendance and reduce persistent absence.
- The EWO works as a support for parents and carers, which included attendance clinics. A supportive approach has enabled attendance
- The breakfast club served the community with 60 children accessing this service. 50% were disadvantaged pupils.
- All pupils receive the option of a bagel first thing via the National Breakfast Programme to ensure that they can start their learning without feeling hungry.
- The impact of the family support worker is evident through improvements in individual attendance and family crisis management around, homelessness, debt and domestic violence.
- Incentivisation has improved parental engagement with home reading as children now receive prizes and book tokens for completing their reading records daily.
- Information evenings for parents regarding SATs and the multiplication facts check have been well supported by parents.
- Workshops were well attended and have ranged from core subjects to wider curriculum including DT.
- Family learning projects were undertaken for science week and for Easter, creating great enthusiasm for home learning.
- Attendance at parents/carers' evening increased to 83%.
- Pupil premium funding was used to provide wellbeing support via counselling for pupils, and targeted interventions where required.

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
Accelerated Reader and Myon (Renaissance)	Renaissance Learning
Timetable Rockstars	Maths Circle Ltd
Wellcomm	GL Assessment
Breakfast Club / food Parcels	Magic Breakfast (Charity)