

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Zetland Primary
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	34.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022
Statement authorised by	S English
Pupil premium lead	S English P Richardson
Governor / Trustee lead	S Leng

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,565
Recovery premium funding allocation this academic year	£11,455
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	£115,020

Part A: Pupil premium strategy plan

Statement of intent

Priority 1	<p>Ensure Pupil Premium children close identified gaps in learning (diminish the difference) caused by prior attainment and missing time through lockdown in CLL, PRIME, phonics, reading, writing and maths (number fluency and application)</p> <p>High quality teaching and learning strategies used appropriately high expectations/models of work engage and provide standard, pitch pace and delivery provides appropriate challenge. Feedback, peer tutoring, active learning strategies show high pupils engagement. Higher attaining pupils receive focused intervention and additional support. High staffing levels lead to smaller groups to ensure effective differentiation. Children to also have more frequent and embedded opportunities to see learning concepts demonstrated with concrete resources to secure the link between concrete and abstract. Identified as an area affected by lockdown learning.</p>
Priority 2	<p>Pupils have access to high quality teaching through an appropriately modified curriculum supported with high quality resources to engage, motivate and meet identified needs in reading, writing, application of number both in school and at home. Pupils use appropriate technologies to support and consolidate learning. Use of remote learning resources to support communication of learning priorities.</p>
Priority 3	<p>Pupils have their emotional and health needs met so they attend school regularly and access wider support services as appropriate. Additional support for younger children who may require specific work around social interaction, learning together and building relationships.</p>
Barriers to learning these priorities address	<p>Pupils will have received a variable experience during lockdown which may impact upon their motivation, stamina, knowledge, recall and understanding. Pupils may experience a fractured period of attendance caused by self isolating or bubbles closing. Identified pupils will need an appropriately differentiated curriculum supported by a catch up program. Younger children will also take time to adapt to effective learning strategies used in the classroom which were not always present due to</p>

	<p>Covid – 19 organisation e.g. flexible group working or active learning within the classroom space.</p> <p>Attendance is variable with some families showing persistent absence. This has a negative impact upon progress.</p>
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Challenges

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

Challenge number	Detail of challenge
1	Reading fluency and comprehension including the acquisition of Early reading and phonic skills
2	Developing Communication, Language and Vocabulary skills including the accuracy of writing using punctuation and grammar
3	Number fluency, retention of number and reasoning/problem solving skills
4	Concentration, learning stamina and pace
5	Attendance and Punctuality issues.
6	Emotional and physical health and well being including social skills

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
Quality of teaching for all	Improved attainment in reading, writing and maths. Based on the latest Assessment results progress in maths needs to be in line with reading and writing results for all children as seen in national and internal data.
Targeted Academic Support	High quality teaching will be supported by additional work completed in small groups or 1-1. Pupils make accelerated progress.
Enrichment Beyond the Curriculum	Maximise opportunities to consolidate and extend learning through a wide range of experiences and support for our children e.g. being able to resume visits outside of the classroom which will provide children with vital learning experiences that can be then

	applied to work within the classroom e.g. Beach Schools and Life Centre.
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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: £ 39,109. 50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staffing across school</i>	<p>Effective interventions and well trained TAs make improved outcomes for children (EEF)</p> <p>TAs work within the classroom to support children with key areas of learning including PRIME, CLL, phonics, reading , writing and maths skills</p> <p>TAs work before and after school to support planning , preparations and interventions</p>	1,2,3,4,6
<i>MAT subject leader groups</i>	<p>Termly meetings with subject leaders across the Ironstone MAT will share best practice in the teaching and learning of English and maths. CPD to be identified and delivered. <i>(The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium).</i></p>	1,2,3,4
<i>Early Morning Maths</i>	<p>Children not secure in the use of four operations, with 53% achieving expected in Y6 (2021). Children in Y5/6 will be invited to attend early morning maths sessions, which focus upon the children being confident in their application of the four operations of number. The sessions will start at 8.25 each morning (3x 20 minutes per week) and will provide children with the opportunity to improve their fluency in the four operations. This will enable</p>	3,5,6

	<p>more time to be allocated to reasoning within the usual timetable.</p> <p>Within the rest of the school we start our day with a morning Maths session which is additional to our daily maths lessons and primarily aims to develop fluency and confidence in the key skills of number. It also allows opportunities to consolidate and extend learning as well as addressing any misconceptions. Having staff available to take children in smaller groups ensures that the learning can be differentiated appropriately and vulnerable children can be targeted for extra support under the direction of class teachers. EEF research recognises the importance of dedicating time for children to learn mathematics and integrate mathematics across the school day and also the importance of using high quality targeted support with brief, regular sessions.</p>	
<i>Extra time/resources for practical maths</i>	<p>Time for practical maths to be allocated within the weekly timetable to allow children first-hand experience of a range of measures. This will allow the children to have a visual grasp on measurements. Practical work in mathematics provides a chance for learners to study and explore the outside world where the concepts, terms and principles of mathematics are used, which in return ensures they become more equipped in the theoretical part of mathematics. Increased opportunity and application of hands on, concrete mathematical modelling to secure concepts. EEF research shows the importance of the 'use of manipulatives and representations to develop understanding'</p>	3,4
<i>Implement a new validated Systematic Phonics scheme.</i>	<p>EEF research shows that a Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. At Zetland we are researching the validated schemes that are available and will then purchase and implement this scheme in our school.</p>	1, 2,
<i>Whole Class Reading Texts</i>	<p>Effective use of vocabulary and accuracy of punctuation were barriers to</p>	1,2,4

<i>Key reading strategies including whole class reading texts (focus specifically on developing the use of non fiction texts), developing vocabulary and language through books</i>	<p>children's attainment (37% expected in writing Y6 2021) Exposing the children to a wide variety of literature will allow them to develop a wider vocabulary use, which they can then implement in to their independent writing. Modelling (and discussing) the use of punctuation for effect, will facilitate the children's accurate use of punctuation within their work.</p> <p>Each class has a text that an adult reads aloud regularly to them and these texts are a range of fiction, non fiction and poems and rhymes. As well as reading the text to the children they discuss it together in order to develop a 'love of reading' and develop their comprehension skills. EEF research states the importance of reading texts aloud and discussing them, teachers modelling inference making by thinking out loud and pupils articulating their ideas verbally before they start writing.</p>	
<i>Whole Class Focus Writing</i>	Effective modelling of sentence composition to build strong writing habits in regards to oral rehearsal, punctuation and meaning. Children to have explicit criteria to self-check against, use of whiteboards for draft work and peer assessment to self-assess. Use of visualiser and home learning technology to share writing with a real audience.	1, 2

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

Budgeted cost: £48,124.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-Led Tutor</i>	Tailored academic support to be provided by school led tutor. Working with groups of 3 children at a time, the tutor will liaise closely with the class teacher to plan and deliver targeted support for PP children across the year.	1,2,3,4

<i>Additional tutoring</i>	Additional tutoring to target other children not accounted for in the school –led funding as well as additional hours for those where 15 hours has proved not enough.	1,2,3,4
<i>One to one and small group Reading and Phonics intervention groups</i>	EEF research on Literacy shows the importance of the ‘use of high quality interventions to help pupils who are struggling with their literacy’. Following this research we also ensure that adults have been trained to deliver the activity and that the activity is brief, regular and sustained. Adults have structured supporting resources alongside plans with clear objectives. Reading and Phonics intervention support across KS1 is co-ordinated and often delivered by a trained Reading Recovery Teacher.	1,2,
<i>Communication and Language support – one to one speech and language support and small group interventions e.g. BLAST, Talk Boost, ELSA support, individual support based upon the recommendations of our SALT service</i>	EEF research states that schools need to ‘prioritise the development of communication and language’ and we also follow the guidance of ‘recognising that students from disadvantaged backgrounds are more likely to have less extensive vocabulary’ so we make this a key priority for our targeted intervention support right from the beginning of our children’s journey through school.	1,2,4
<i>Physical Development Interventions to support gross and fine motor skills</i>	The aim of these intervention groups is to meet the aim of EEF research which states the importance of ‘supporting children to develop the foundations of a fast, accurate and efficient handwriting style. ‘It is important to carefully monitor appropriate support and intervention in this area’.	1,2,4
<i>ReadingPlus (Can be used at home/remotely)</i>	Children to be closely monitored in their progress using the program and how this is implemented in their independent work. <i>(Research-based assessment and instruction designed to develop the basic visual/functional perceptual processing skills needed for fluency in reading. Improvement of automaticity and effortless vocabulary/word recognition skills. Multi-level as well as multi-modal instructional approaches. Intensive reading instruction, practice and training designed to develop reading text fluently with good comprehension)</i>	2,4

<i>Wordshark/Numbershark (Can be used at home/remotely)</i>	Closely monitor the effectiveness of pupils undertaking Wordshark / Numbershark. Children to be assessed in how they integrate their work on Wordshark into their independent work. Communication between school and parents when children hold a Wordshark License to encourage use at home.	1,2,3,4
<i>Intensive Reading Support</i>	1:1 Reading sessions – 3x weekly for 25 mins. Children to work with an experienced teacher in early reading acquisition towards targets which are appropriate for their current needs. Progress to be fed back into classroom so that the teacher can re-visit key learning points and strengthen links between intervention and classroom.	2,4
<i>Support for targeted resources for Y6</i>	Pupils to have effective revision material to support their learning	1,2,3
<i>ELSA</i>	1:1 ELSA sessions weekly (30 min approx.) to focus on specific emotional targets. Sessions to include group work specific to social skill acquisition and building relationship.	2,,5,6
<i>Early help support</i>	Half day support to provide help and support to individual children and families	5,6

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

Budgeted cost: £27,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support at lunch time and break time	Additional staffing support pupils progress in the key areas of social, emotional, physical and communication and language.	5,6
Additional support at before school – Breakfast Club	Additional staffing support pupils physical and mental health and well being.	5,6
Increased life experiences though support for school trips and additional events	Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (subject to Covid government guidelines). Ongoing experiences within and beyond the curriculum to help	1,2,3,5,6

	<p>support and engage the children (subject to government guidelines). Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible). Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences. (<i>EEF T&L toolkit: Outdoor adventure learning</i>)</p> <p>Children have the opportunity to engage in timely, seasonal and relevant events and activities to help mark the year and signpost their progress and achievements. These to be linked to pupil's own life events, and the wider community if appropriate.</p>	
Develop positive learning behaviours and provide emotional support for vulnerable pupils	<p>Pupils will be engaged, resilient, independent and self-motivated learners and the successful implementation of Kidsafe (as well as targeted one-to-one support from KL and ELSA Program) will increase understanding of behaviour expectations (in school and generally in society). Increased engagement in learning leading to fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards).</p> <p>Weekly newsletter communication for LKS2 using Marvellous Me and Seesaw to help share positive experiences and learning between home and school. Children encouraged to share out of school learning through Seesaw platform so that additional recognition can be gained from teachers and peers.</p> <p>Awards and achievements celebrate positive outcomes for children</p>	4,5,6
Prepare pupils for the wider world and their future lives	<p>Implement the new RSHE Curriculum based on DFE Guidance 'Personal, Social, Health and Economic Education (PSHE).</p> <p>Provide support for vulnerable pupils with their Personal and Social Development. EEF research states the importance of 'Creating a positive and supportive environment for all pupils without exception'.</p>	3,4
Improved Attendance	Provision of attendance officer and additional office support to maintain	5,6

	<p>systems and communicate effectively and quickly with parents</p> <p>Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully. Ensure whole school accountability for promoting excellent attendance through whole school strategies & targeted support meetings (esp. for those who with poor attendance history in previous years).</p> <p><i>(The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour).</i></p>	
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Total budgeted cost: £115020.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Reading Plus	
White Rose Maths	
Early Words Together	
BLAST	

Service pupil premium funding (optional)

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

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

Further information (optional)

Upper KS2

Home learning and remote provision was a strength that we will build upon for this year. Pupil engagement was high, with over 80% attendance in live teaching sessions (Delivered through Microsoft Teams), and children uploading work regularly to Seesaw (upon which timely feedback was offered). Parents were engaged in their children's learning through these aspects as well. Regular phone calls were made to both children and parents to be able to offer support and specific feedback. We offer homework through Seesaw (as well as paper-based copies for children/parents who wish this).

Children's life experiences suffered during the lockdowns, so we will provide children with opportunities to learn outside of the classroom. The children will then be able to apply these learning experiences to their classroom work.

Reviewing children's attainment through 20/21 showed that technical aspects of writing had suffered. Children were keen to write but being able to include the correct levels of punctuation and grammar in finished pieces prevented the children from reaching age-appropriate standards. (Y5 – 55% / Y6 – 37%). Extra time will be provided for editing to allow the children to think of and include these SPaG elements.

Children's arithmetic skills had been retained/progressed but some children struggled to access the reasoning aspect of mathematics thus preventing them from achieving expected+ (Y5 – 55% / Y6 – 53%). More practical sessions and use of visualisations will help the children contextualise this area of maths.

Reading skills (fluency/vocabulary/comprehension) were less affected (Y6 – 70%). Continued use of Reading Plus (to work on fluency / speed) as well as a greater emphasis on modelling comprehension skills will continue to build on this solid basis

LKS2 – Review of 20/21

Over the past year it has been an essential focus to establish home-learning provision and embed our use of home-learning technology (most importantly Seesaw and Teams). It was important that children were familiar with this way of learning so early in Autumn 2020 we introduced these platforms into sessions so that we could coach and guide the children through how to access them effectively. We contacted parents individually and discussed their requirements at home and if needed we provided additional loan technology, guided discussions of how best to support the children and also checks on wellbeing of both the children and the wider family.

During this year we looked closely at the curriculum and decided which aspects were to be prioritised both in regards to the children's needs coming out of 19/20 and looking forward to what could be taught most effectively through home learning situations (bubble closures, isolations, lockdowns). Parental engagement throughout this year

was strong, one of the reasons for this was regular telephone consultations and also the use of Seesaw platform for providing timely feedback, support and recognition of effort. For children unable to access technology effectively, workbook based activities were also provided.

Stamina became a focus during the Spring 1 lockdown and during this time Teams meetings were offered daily for all children and also parental support meetings were offered too. Learning activities offered were carefully structured throughout the day to best support the families, a range of outcomes were also accepted so that parents could choose which option would best fit their current situation. Home-learning activities mirrored the in-school group activities so that there was continuity between learning and we could keep track of progress and gaps in learning, this also enabled children to pick up the activities regardless of their placement from day-to-day.

Upon return to school, we reviewed the year so far and identified key priorities moving forward, primarily skills that were more difficult to teach remotely such as comprehension and phonics application for our less confident reading. We introduced specific reading intervention support for Y3 either in small groups or 1:1 as was most beneficial. Children made excellent progress throughout this intervention as document through NfER testing and also formative assessment within class. Time was taken to ensure that transition between year groups was effective, with new teachers aware of starting points, gaps in learning that require further support and also emotional/ wellbeing needs.

KS1

In Autumn 2020 we established home-learning provision and embedded our use of home-learning technology (most importantly Seesaw and Teams). It was important that children were familiar with this way of learning so early in Autumn 2020 we introduced these platforms into sessions so that we could coach and guide the children through how to access them effectively. We contacted parents individually and discussed their requirements at home and if needed we provided additional loan technology, guided discussions of how best to support the children and also checks on wellbeing of both the children and the wider family.

During this year we looked closely at the curriculum and decided which aspects were to be prioritised both in regards to the children's needs coming out of 19/20. We used the DFE Maths Guidance for KS1 and KS2 to help us prioritise the key skills needed and how to teach them effectively. We took a similar approach with English.

During lockdown Parental engagement was strong overall, one of the reasons for this was regular telephone consultations and also the use of Seesaw platform for providing timely feedback, support and recognition of effort. For children unable to access technology effectively, workbook/sheet based activities were also provided. During the Spring 1 lockdown Teams meetings were offered daily for all children to continue teaching key skills and to support the home learning activities that we provided through Seesaw. Learning activities offered were carefully structured throughout the day to best

support the families, a range of outcomes were also accepted so that parents could choose which option would best fit their current situation. Home-learning activities mirrored the in-school group activities so that there was continuity between learning and we could keep track of progress and gaps in learning, this also enabled children to pick up the activities regardless of their placement from day-to-day.

Upon return to school, we reviewed the year so far and identified key priorities moving forward, primarily skills that were more difficult to teach remotely such as comprehension and phonics application for our less confident reading. We introduced specific reading intervention support in 1:1 sessions as this was most beneficial. We completed regular assessments and adjusted learning and support regularly to maximise progress. We continued to work on the key skills identified for the year group at the beginning of the year and continued with or adapted the methods of teaching used in the Autumn following for example, the DFE Mathematics Guidance. Time was taken to ensure that transition between year groups was effective, with new teachers aware of starting points, gaps in learning that require further support and also emotional/ wellbeing needs.

EYFS – Review of 20/21

Over the past year, we have really developed our home-learning provision and supported our families and children to become more confident using Seesaw and Teams. We contacted parents individually and discussed their requirements at home and if needed we provided additional loan technology, guided discussions of how best to support the children and also checks on wellbeing of both the children and the wider family. We also were aware that our children needed to have access to some key resources to be able to access learning at home, so we sent a pack of resources to support learning e.g. pallet of paint, scissors and a tub of playdough.

In Reception during the Autumn 1, we completed our 1-1 reading sessions outside with parents in a Covid secure way, as we felt it was vital to still run the session to share strategies and develop parent's confidence in supporting their child with their reading at home. These sessions were very well received, shown through parent feedback. In Autumn 2, we adapted the programme 'Early Words Together' to allow parents to complete it at home rather than in school. Each week a pack of resources was sent out to families to complete and then we invited parents to send back photos and videos via Seesaw. This really helped our families to become much more confident using Seesaw.

Parental engagement throughout this year was strong, one of the reasons for this was regular telephone consultations and also the use of Seesaw platform for providing timely feedback, support and recognition of effort. For children unable to access technology effectively, workbook based activities were also provided.

During the second lockdown, we ran daily Teams sessions across EYFS. This enabled children to be able to see each other and staff on the screen, take part in a variety of activities and songs, a daily story session and chance to talk to each other. It

was amazing to see how the children grew in confidence during the lockdown when using Teams. In one of our sessions which was particularly memorable, the Reception children listened to a story exploring emotions about the lockdown about a child and then painted their own individual rainbow together over the screens. The session ended with a screen of rainbows from all the children.

Learning tasks sent through Seesaw allowed children to continue to make progress and continue their learning at home. Home-learning activities mirrored the in-school group activities so that there was continuity between learning and we could keep track of progress and gaps in learning, this also enabled children to pick up the activities regardless of their placement from day-to-day.

Upon return to school, we reviewed the year so far and identified key priorities moving forward, primarily skills that were more difficult to teach remotely particularly reading. We prioritised 1-1 reading during the Summer Term to try and close the gap as much as possible. We also spent time with the children building up their resilience and independence skills, both vitally important for moving forward into the next year group. Time was taken to ensure that transition between year groups was effective, with new teachers aware of starting points, gaps in learning that require further support and also emotional/ wellbeing needs.