

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our PPG 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	212
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21 – 24 23 – 24 focus
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Morrison
Pupil premium lead	S Morrison P Richardson
Governor / Trustee lead	S Leng

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115 680
Recovery premium funding allocation this academic year	£10 875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,557

# Part A: Pupil premium strategy plan

## Statement of intent

At Zetland Primary School our school vision champions success for all,

“Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, free from poverty and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.”

The EEF states that,

“Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies.”

(EEF Guide to Pupil premium – updated September 2023)

We are determined to ensure that the experience of our PPG children is as happy and successful as that of their peers in their time at Zetland Primary School. Our ultimate objective is to ensure that all children will access an engaging and supportive teaching and learning environment whilst enjoying equality of opportunity in all aspects of school life so that their individual outcomes are the best that they can be.

## Challenges

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

Challenge number	Detail of challenge
1	Whilst much has been achieved post pandemic, the school is acutely aware of the lasting negative impact on PPG pupils and their educational attainment. <b>The school is determined to close the attainment gap</b> between PPG and non-PPG pupils through high quality teaching and targeted academic support.
2	Pupils in our EYFS have presented with increasing challenges with <b>speech and language development</b> . The school is determined to support pupils with the communication skills which are essential for life, and the bedrock of <b>phonetic and reading development</b> . The school is also determined to support this <b>reading pathway</b> by ensuring children have access to bespoke reading targeted intervention and the opportunity to apply their reading skills and develop their love of reading.

3	To ensure the <b>attendance and punctuality</b> of PPG pupils is broadly the same as non-PPG peers within school and nationally.
4	<b>Emotional, physical health and well being.</b> In the schools most recent IDACI analysis report 55% of our children sit within the top 10% most deprived decile in the 'health' deprivation domain. 80% of our children sit within the top 20% of this domain. The school is therefore committed to ensuring that PPG pupils are supported to develop their best physical and emotional well being.
5	The school is determined to ensure that financial barriers - especially with a backdrop of the 'cost of living crisis'- are not a barrier to PPG children taking part in <b>wider opportunities and extra-curricular events</b> (such as trips, residential, theatre visits, sports events).

## 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
The attainment gap between PPG pupils and non-PPG peers within school, and nationally, is narrowed.	The attainment gap between PPG pupils and non-PPG peers nationally is reflective of the national average, or less.
PPG pupils will be successful in the area of communication and language  PPG pupils will experience an effective reading pathway which supports their reading journey and their desire to read for pleasure.	PPG pupils will meet national expectations in this area, or the school will be able to evidence rapid progress.  The attainment gap in reading between PPG pupils and non-PPG peers nationally is reflective of the national average, or less.  PPG pupils will be given the opportunity to develop their love of reading at school and home.
The attendance and punctuality of our PPG pupils increases.	Attendance of PPG children will be in line with, or better than, national average.
PPG pupils will be supported to develop their emotional health, physical health and overall well being.	PPG pupils will access the range of opportunities to support and develop their physical well-being, inclusive of a rich curriculum, opportunities via the Sports partnership, sports competitions and Beach school.  PPG pupils will have access to external and internal specialist support to improve and sustain their mental health and well being.

PPG pupils have had the opportunity to attend extra-curricular events and personal finance is not a barrier to them attending.	The same proportion of PPG pupils attend residential, trips and sports events as non PPG 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: £ 40,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP children have greater access to high quality teaching.</p> <p>Assessment and marking policy followed so that PP children have rapid access to focused support to address misconceptions.</p> <p>PP children access additional 1:1 and focus group sessions with the teacher than non-PP children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1,2
<i>Additional staffing across school</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <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 in EYFS</p>	1,2

	<p>TAs work before and after school to support planning, preparations and interventions</p> <p>TAs support pupils within lessons and through planned interventions</p> <p>Phonic and reading interventions effectively delivered</p>	
<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 PPG 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
<i>Early Morning Maths</i>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p> <p>Children not secure in the use of four operations, with 53% achieving expected in Y6 (2021). Children in Y6 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 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. Pupils accuracy in retaining mathematical knowledge has been effective (evidenced by school outcomes in maths over time).</p>	1,2
<i>Extra time/resources for practical maths</i>	<p><a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-integrating-evidence-into-mathematics-teaching-manipulatives">https://educationendowmentfoundation.org.uk/news/eeef-blog-integrating-evidence-into-mathematics-teaching-manipulatives</a></p> <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</p>	1,2

	<p>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.</p> <p>EEF research shows the importance of the 'use of manipulatives and representations to develop understanding'</p>	
<i>Implementation of Little Wandle a new validated Systematic Phonics scheme.</i>	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 implementing this scheme beginning in September 22 and embedding consistently good practice from then on. Additional rapid catch up sessions to support children close gaps.	1,2
<i>Implementation of new SPAG scheme</i>	Teaching of SPAG to be supported within the framework of Schofield and Sims and Grammarsaurus. Teaching of discrete SPAG skills to be in addition to delivery of SPAG within the Literacy writing cycle so that all age appropriate skills are taught. School to reflect this success in acquisition of grammar and punctuation skills.	1,2
<i>Whole Class Focus Writing</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-programmes">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-programmes</a></p> <p>Effective modelling of sentence composition to build strong writing habits in regards to oral rehearsal, punctuation and meaning. Children to have secure understanding of audience, form, genre, and style by the end of KS2 so that writing outcomes are effective. Assessment /success criteria to be explicit and inform pupils of what they need to do to achieve outcomes. 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.</p>	1,2

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

Budgeted cost: £46 827

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one and small group Reading and Phonics</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>EEF research on Literacy shows the importance of the 'use of high quality interventions to help pupils who are</p>	1,2,3

<i>intervention groups</i>	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. Use of Reading Rocketeer resources to support reading intervention sessions.	
<i>Communication and Language support – one to one speech and language support and small group interventions e.g. ELKLAN training, BLAST, Talk Boost, ELSA support, individual support based upon the recommendations of our SALT service</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> 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 PPG 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,
<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
<i>Reading Plus (Can be used at home/remotely)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> 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>	1,2
<i>Support for targeted resources for Y6</i>	Pupils to have effective revision material to support their learning	1,2



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

Budgeted cost: £39 232

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>ELSA</i> <i>Inside Out</i> <i>Mental</i> <i>Health</i> <i>Team</i></p> <p><i>Drawing</i> <i>and talking</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>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.</p> <p>1:1 Drawing and talking sessions to support individual children's emotional well-being.</p> <p>Inside Out timely support to pupils and families will support emotional and mental health needs. This will enable effective learning to take place.</p>	4,5
<p>Implement ation of the school's Emotional Well-Being and Behaviour Policy</p>	<p>Improved pupil self-regulation</p> <p>Increased engagement in learning leading reducing fewer behaviour incidents recorded for pupils on the school system.</p>	4, 5
<p>Additional support at lunch time and break time</p>	<p>Additional staffing support pupils progress in the key areas of social, emotional, physical and communication and language.</p>	4, 5
<p>Additional support at before school – Breakfast Club</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p> <p>Additional staffing support pupils physical and mental health and well-being.</p>	4, 5
<p>Support for school trips, additional</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	4,5



<p>events and breadth of learning experiences promotes engagement and enjoyment in school</p> <p>Prepare pupils for the wider world and their future lives</p>	<p>Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (including Beach School).</p> <p>Ongoing experiences within and beyond the curriculum to help support and engage the children (subject to government guidelines). PPG pupils attend events/visit places they would not usually be exposed to (where possible).</p> <p>Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences. <i>(EEF T&amp;L toolkit: Outdoor adventure learning)</i></p>	
<p>Develop positive learning behaviours, reward and recognition for achievements to promote engagement, enjoyment and attendance</p>	<p>Pupils will be engaged, resilient, independent and self-motivated learners. Increased engagement in learning leading to fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards).</p> <p>Regular communication 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 including academic, social and attendance</p>	<p>3,4,5,</p>
<p>Improved Attendance</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>Provision of attendance officer and additional office support to maintain 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 &amp; targeted support meetings (esp. for those who with poor attendance history in previous years). <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>	<p>3</p>

**Total budgeted cost: £126,557**

# 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.

### KEY STAGE 2 2019-2023

IRONSTONE Zetland Primary



THE SCHOOL DATA COMPANY

#### Pupil Premium Analysis (vs TSDC)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA		2019			2022			2023			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Expected Standard</b>													
No. of pupils		14	12	26	17	13	30	13	14	27	44	39	83
School	Pupil Premium	6	9	15	7	10	17	3	7	10	16	26	42
Pupil Premium pupils characteristics:	SEN	1	2	3	1	2	3	1	2	3	3	6	9
	EAL	0	0	0	0	1	1	0	1	1	0	2	2
	LAC	0	0	0	0	1	1	0	0	0	0	1	1
GPS* TEST	School PP	83%	89%	87%	14%	60%	41%	67%	71%	70%	50%	73%	64%
	TSDC NonPP	82%	89%	86%	78%	84%	81%	78%	83%	81%	80%	86%	83%
	TSDC All	76%	84%	80%	69%	77%	73%	71%	78%	74%	72%	80%	76%
	TSDC PP	65%	77%	71%	56%	66%	61%	58%	69%	64%	60%	71%	65%
READ TEST	School PP	83%	100%	93%	57%	80%	71%	100%	57%	70%	75%	81%	79%
	TSDC NonPP	78%	86%	82%	80%	87%	83%	79%	83%	81%	79%	85%	82%
	TSDC All	73%	80%	77%	72%	81%	76%	72%	77%	75%	72%	79%	76%
	TSDC PP	63%	71%	68%	60%	71%	65%	61%	66%	64%	62%	70%	66%
MATHS TEST	School PP	83%	78%	80%	86%	80%	82%	100%	71%	80%	88%	77%	81%
	TSDC NonPP	87%	88%	87%	82%	79%	81%	83%	81%	82%	84%	83%	84%
	TSDC All	83%	82%	82%	74%	72%	73%	77%	74%	75%	78%	76%	77%
	TSDC PP	74%	73%	74%	61%	61%	61%	65%	63%	64%	67%	66%	67%
WRIT TA	School PP	67%	89%	80%	43%	60%	53%	67%	57%	60%	56%	69%	64%
	TSDC NonPP	84%	92%	88%	75%	85%	80%	77%	86%	81%	79%	88%	83%
	TSDC All	78%	87%	82%	65%	78%	72%	70%	80%	75%	71%	82%	77%
	TSDC PP	67%	80%	73%	51%	68%	59%	59%	72%	65%	59%	74%	66%
RWM** TEST (Read / Maths) TA (Writ)	School PP	67%	78%	73%	29%	60%	47%	67%	43%	50%	50%	62%	57%
	TSDC NonPP	71%	80%	75%	67%	73%	70%	67%	73%	70%	69%	76%	72%
	TSDC All	65%	72%	69%	56%	65%	61%	60%	64%	62%	61%	68%	64%
	TSDC PP	53%	61%	58%	41%	53%	47%	47%	52%	49%	47%	56%	51%

## Outcome 1

Achieve national average progress scores in KS2 Writing achieved as attainment outcomes improve by the end of each phase.

## Outcome 3

PP children to achieve or exceed National Average Progress score in maths

Academy converter 

# Zetland Primary School

Ages 3 to 11 • Mixed gender

Share this page



## Primary


This page shows [revised](#) results data for pupils who completed [key stage 2](#) in the summer of 2023. These figures were published in December 2023.

### Progress score in reading, writing and maths

The academic progress that pupils make from the end of key stage 1 to the end of key stage 2.

#### Reading


The banding for this school is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	2.1
<b>Confidence interval </b>	-0.3 to 4.5

[Show score details](#)

#### Writing


The banding for this school is 'well above average' because the score is greater than or equal to 2.9, and the entire confidence interval is above 0.

<b>Banding</b>	<b>WELL ABOVE AVERAGE</b>
<b>Score</b>	3.3
<b>Confidence interval </b>	1.0 to 5.7

[Show score details](#)

#### Maths

The banding for this school is 'average' because the confidence interval spans both above and below 0.

<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	2.0
<b>Confidence interval </b>	-0.2 to 4.3

[Show score details](#)

## Outcome 2

All Pupil Premium children will pass the phonics screen check.

11 children out of a cohort of 30 were eligible for PP. 10 children met the required standard.

## Outcome 4

Enrichment beyond the curriculum to promote engagement, active learning strategies and retain knowledge/understanding.

All children were able to access enrichment activities during the previous academic year.

## **Outcome 5**

### **Attendance of Pupil Premium children will be 96%+**

The attendance figure for was 92.6% which was marginally better than the previous year by 0.2%.

## **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*

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Solutions UK
Grammar Resources	Schofield and Sims/ Grammarsaurus
Little Wandle	Letters and Sounds revised /Big Cat publishers