



## Pupil premium strategy statement

Article 29: The right to an education that develops a child’s personality, talents and mental and physical abilities to their fullest potential. The right to “Be the best you can be”

This statement details our school’s use of pupil premium funding to help improve the attainment of our PP 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	Unity Community Primary
Number of pupils in school	310 (10/21) 325 (10/22) 369 (10/23)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	17.11.23
Date on which it will be reviewed	7.10.24
Statement authorised by	Keith Smith
Pupil premium lead	Jude Lee
Governor / Trustee lead	Matt Wallis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£190,540</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

The intent in our use of the pupil premium grant is to improve a range of outcomes for pupil premium learners and catch up on learning that has been impacted by the COVID pandemic.

We aim to;

- Narrow the attainment gap between PP pupils and non PP pupils
- Increase social and emotional well-being of PP pupils
- Increase attendance and punctuality levels of PP pupils
- Increase access to home learning and enrichment experiences for PP pupils

The audit of need amongst PP learners has highlighted key areas where the impact of school closures and lockdown have been the greatest. These key areas identified included speech and language levels in EYFS, reading and phonics in KS1 and writing in KS2 and emotional wellbeing across the school but particularly in KS2.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment, high levels of SEN, high levels of EAL
2	Children's mental health and wellbeing impacted by the pandemic which impacts on children's readiness to learn.
3	Poor attendance
4	High levels of deprivation leads to a lack of wider experience
5	Limited access to remote learning; lack of IT and low levels of English language in parents

## 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
Accelerate progress and raise attainment of PP cohort	Gap between PP children and all children at Unity is narrowed/closed. The gap between Unity PP children and PP children nationally is narrowed/closed

Improve the mental health and wellbeing of PP children	PP children will be appropriately supported to feel safe and secure in school and thus ready to learn. There will be fewer recorded behaviour incidents for PP children Leuvens scales will show a higher level of engagement and satisfaction of PP children
Improve the attendance of pupil premium children	The attendance of PP children is increased to national average levels (96%). The number of PP children who are Persistently absent (PA) is reduced to below 10%
Improve access of pupil premium children to enriching, wider experiences.	All children in Y6 will experience a rural, residential trip. Teaching and learning will be engaging and motivating and accessible for all – no cost to PP children . This will improve their language and engagement levels
Improve access to remote learning for PP children so they will have use of a device to access home learning. Parents language levels will be improved and they will support their children in remote learning	Language and IT classes for parents will mean all PP children are supported in home learning. All PP pupils will have access to a device for home learning.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£64,182**

Activity	Intended Impact	Challenge number(s) addressed
Teaching support – AHTs supporting across 4 classes each <b>£64,182</b>	Enhance teaching and learning in classes, deliver interventions and raise attainment for PP children	1 and 2

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

Budgeted cost: **£5,000**

<b>Activity</b>	<b>Intended Impact</b>	<b>Challenge number(s) addressed</b>
School-led tutoring <b>£5,000</b>	Accelerate progress and aid recovery to improve academic outcomes for targeted PP children	1, 5

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

Budgeted cost: **£122,935**

<b>Activity</b>	<b>Intended Impact</b>	<b>Challenge number(s) addressed</b>
Family Support Worker time <b>£28,794</b>	Improve whole school attendance and reduce persistent absence. Increase children's engagement in remote learning through the delivery of IT support and language classes for parents	3, 5, 2
Set up and run a full time Nurture provision <b>£62,141</b>	PP children with SEMH to access Nurture provision, this will improve their access to the curriculum and minimise disruption to the learning of others. Learning Toolkit rated +4	1-4
Forest School provision <b>£14,400</b>	Engage Y2, Y4 and Y6 children in outdoor learning leading to improved wellbeing and academic outcomes.	1,2,4
Provide more enrichment activities; residential for Y6, educational visits and visitors <b>£17,600</b>	Widen PP children's experiences leading to greater vocabulary and impacts on wellbeing and language.	4, 3, 1, 2

**Total budgeted cost: £ 192,118**

## 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.

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£74,737**

Actual Spend: £91,739

Activity	Intended Impact	Review
<p>Additional teachers in Y2 and Y6 to support QFT</p> <p><b>Budgeted cost: £60,000</b></p>	<p>Enhance teaching and learning and raise attainment for PP children</p>	<p>Actual Spend: £68,041 (additional day of teacher)</p> <p>In Y2, PP children, although still attaining lower, made better progress than NPP children in all subjects, thus narrowing the gap.</p> <p>In Y6, PP and NPP attained and made progress at the same level in all subjects so the gap was closed.</p> <p>Spending on teaching staff was an effective use of the PPG</p>
<p>Recruit an additional teacher for 3 days (January – August) as Assistant SENDco</p> <p><b>Budgeted cost: £14,737</b></p>	<p>PP children and families are supported onto appropriate SEN pathways leading to their needs being fully understood. PP children with SEN will be properly supported and therefore make better progress and attain higher.</p>	<p>Actual Spend: £23,698</p> <p>An additional 5 x EHCPS were applied for and are now in process meaning those children are appropriately supported in school and making better progress</p>

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

Budgeted cost: **£47,000**

Actual spend: £39,854

Activity	Intended Impact	Review
<p>School-led tutoring</p> <p><b>£12,000</b></p>	<p>Accelerate progress and aid recovery to improve academic outcomes for targeted PP children</p>	<p>Actual spend: £3,930 (clawback c £11K)</p> <p>Only 4 members tutored. All Y6 children that received tutoring made ARE in the SATS. The children in Y1</p>

Specific Learning Difficulty Teacher <b>£5,000</b>	Improve outcomes and accelerate progress of children with SpLD who are also PP	Actual spend: £4,464 PP Children supported made accelerated progress in reading and writing.
Additional TAs in each phase to support teaching and learning and SEMH interventions <b>£30,000</b>	Raise attainment and wellbeing for PP children	Actual spend: £31,460 Staff absence meant that these TAs were needed to cover so planned interventions were not consistently delivered and so the impact was difficult to measure.

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

Budgeted cost: **£89,953**

Actual spend: £73,346

Activity	Intended Impact	Review
Family Support Worker time  <b>£28,000</b>	Improve whole school attendance and reduce persistent absence. Increase children's engagement in remote learning through the delivery of IT support and language classes for parents	Actual spend: £23,874 A lot of work was done by the FSW, once in post, to tackle low attendance and persistent absence. This has been a significant challenge since the pandemic and so continues to be a justifiable spend to improve attendance of PP children
Set up and run a full time Nurture provision  <b>£30,000</b>	PP children with SEMH to access Nurture provision, this will improve their access to the curriculum and minimise disruption to the learning of others. Learning Toolkit rated +4	Actual spend: £24,784 The Nurture room has impacted positively on the children (all qualify for PP) who attend and also across the school as disruption to learning was minimised when their needs were met in the smaller provision
Horticultural Therapy <b>£12,000</b>	Targeted PP children to access therapy individually or in small groups that will help them self-regulate and improve their wellbeing and engagement in learning	Actual spend: £12,000 Significant improvement in the self-regulation skills of PP children who accessed this intervention
Forest School provision  <b>£10,500</b>	Engage Y2, Y4 and Y6 children in outdoor learning leading to improved wellbeing and academic outcomes.	Actual spend: £10,200 Evaluation of the sibling and targeted groups showed improvement in engagement and attainment for the PP children that took part
Provide more enrichment activities; residential for Y6, educational visits and visitors  <b>£5,336</b>	Widen PP children's experiences leading to greater vocabulary and impacts on wellbeing and language.	Actual spend: £2,488 Ghyll Head trip for all Y6 took place October 2021 – this had impact on the well being and development of the whole cohort which can be demonstrated by their improved SATs outcomes.

**Total budgeted cost: £ 207,573**

**Total Actual Spend: £204,939**

Carry forward to 2022-23 spend: £2,634

## **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>
Forest School	Manchester Forest School
Horticultural Therapy	Sew in the City