

# The Priory Primary School: Pupil Premium strategy statement 2023-24

This statement details our school's use of pupil premium funding (including the recovery premium grant and the national tutoring grant) 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	The Priory CE VA Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	21 (10.1%)
Academic year/years that this pupil premium strategy plan covers	2023-24
Date this statement was published (written)	08.11.2023
Date on which it will be reviewed	Summer 2024
Statement authorised by	Sarah Richardson Headteacher
Pupil premium lead	Sarah Richardson
Governor / Trustee lead	Geoff Tabor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,147
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>National Tutoring Premium</b> (monies relating to National Tutoring Premium will be detailed separately in red for accounting purposes)	<b>£1350</b>
<b>Total budget for this academic year (excluding national tutoring premium)</b>	<b><u>£41,627</u></b>

# Part A: Pupil premium strategy plan

## Statement of intent

- Our school will breathe life into every child, educate the heart as well as the head, encouraging them to achieve their God-given potential.
- Every child will have the opportunity for spiritual development and to become a good neighbour by living sustainably, serving locally and caring globally.

We are committed to

- promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- frequently monitoring and assessing our pupil premium pupils and putting in place an individualised approach to addressing any barriers to learning and catering for wider emotional needs.
- focusing on providing high quality teaching in the classroom in addition to providing additional targeted support and interventions outside of the classroom

*Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit, Ofsted's latest reports on the use of pupil premium, the NFER report on supporting the attainment of disadvantaged pupils and the recent update to The EEF Guide to Pupil Premium (Sept 2023). We have chosen approaches based on this research and based on strategies that have worked well in previous years.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Emotional wellbeing</b> , including self-regulation and self-esteem - providing disadvantaged pupils with the tools needed to feel equipped to regulate emotions, reduce anxiety and to have open conversations about mental health
2	<b>Attendance and punctuality</b> - ensuring disadvantaged pupils and families are supported to strive for excellent attendance and punctuality
3	<b>SEND support and progress/attainment</b> - ensuring all disadvantaged pupils including those with SEND (56% of all PP) receive high standards of teaching to increased rates of progress/attainment
4	<b>Home learning and parental engagement</b> - providing support for families of disadvantaged pupils, ensuring they have access to technology, relevant workshops and appropriate signposting
5	<b>Cultural capital and physical wellbeing</b> - providing additional opportunities for disadvantaged pupils to take part in enrichment activities which they may not have otherwise accessed
6	<b>Early reading</b> - supporting pupils to develop phonological awareness and vocabulary at the same rate as other pupils, recognising that they may have less exposure to words spoken and books read at home.

## 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
Positive emotional wellbeing and including self-esteem and self-regulation	<p>ELSA interventions show positive impact on emotional wellbeing (tracked through interview/pupil wellbeing surveys)</p> <p>children can demonstrate wellbeing strategies they have acquired through wellbeing programs delivered in school</p> <p>100% Y6 PP pupils offered opportunity to lead others:</p> <ul style="list-style-type: none"> <li>● school council</li> <li>● sports ambassadors</li> <li>● house captains</li> <li>● reading ambassadors</li> <li>● values leaders</li> <li>● curriculum ambassadors</li> <li>● worship leaders</li> <li>● wellbeing ambassadors</li> <li>● community leaders</li> </ul>
Improved school attendance and punctuality	Disadvantaged pupils enjoy school and can articulate benefits of excellent attendance and punctuality
Improved rates of progress for disadvantaged pupils (including pupils with SEND)	<p>Disadvantaged pupils are given the additional support they need (including 1:1 tutoring, 1:1 SEND support and small group intervention) to enable them to make at least expected progress</p> <p>All PP pupils making at least expected progress in Maths, Writing and Reading.</p>
Excellent levels of parent engagement and strong home-school relationships (including engagement with home learning)	<p>Excellent relationships of trust are nurtured and developed with families of disadvantaged pupils (tracked through discussion and parent wellbeing surveys) with all disadvantaged pupils having access to a chromebook for home learning, should they require it.</p> <p>Families of disadvantaged pupils are proactively encouraged to attend parent consultations and information workshops. Teachers make every effort to make phone contact when this is not possible.</p>
Active participation in a broad range of enrichment activities, with a focus on mental and physical wellbeing	<p>A proactive approach to prioritising access to enrichment activities for disadvantaged pupils.</p> <p>Reduction in sickness absence (see above)</p> <p>All PP pupils invited to participate in sports competitions</p> <p>All PP pupils have the opportunity to participate in at least one activity day outside of school</p> <p>All PP pupils complete Relax Kids and Stormbreak interventions</p> <p>100% of targeted PP pupils access to Wellbeing Club Acorns/Oak</p>
Strong reading foundations established and built upon for disadvantaged pupils through targeted phonics teaching, interventions and explicit teaching of vocabulary.	A strong focus on developing a love of reading for disadvantaged pupils, alongside an emphasis on developing phonological awareness and vocabulary. PP pupils are read with regularly (usually daily)

## 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)

Projected spend: **£9,338**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maths No Problem textbooks &amp; workbooks</b></p> <p><i>Purchase of Maths mastery textbook scheme to aid high quality teaching</i></p>	<p>Supports high quality whole class teaching approach (Jurassic Maths Hub and DfE recommended scheme)</p> <p>The Education Endowment Foundation (EEF) Guide to Pupil Premium evidences mastery learning as high impact for very low cost.</p>	<p>3.</p> <p><u>£4,408</u></p>
<p><b>Little Wandle systematic synthetic phonics scheme</b></p> <p><i>Support development of early reading</i></p>	<p>EEF findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home.</p> <p>This approach supports high quality whole class and small group teaching of phonics (DfE accredited scheme).</p>	<p>6</p> <p><u>£750</u> membership</p> <p><u>£3,000</u> investment in new books and resources</p>
<p><b>High Quality Teaching and Learning</b></p> <p>Whole School focus on improving teaching and learning in the classroom through Rosenshine's principles of instruction. CPD opportunities to develop these strategies and skills. Joint Professional Development (lesson study).</p>	<p>There is strong evidence that metacognition approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Evidence base: High</p>	<p>3, 6</p> <ul style="list-style-type: none"> <li>(cost of supply £550)</li> <li>cost of Rosenshine Books (£80)</li> </ul>
<p><b>High Quality Teaching and Learning</b></p> <p>Continue to evaluate and develop our full curriculum that allows all children to flourish. AHT coaching subject leaders.</p>	<p>At the Priory School we believe all children are Made to Flourish and that the broad curriculum allows them to flourish in all aspects of learning. Our bespoke curriculum is designed to ensure challenge, progression and engagement.</p>	<p>3, 5, 6</p> <ul style="list-style-type: none"> <li>(cost of supply £550)</li> </ul>

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

Projected spend: **£23,426**

### National tutoring programme spend **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>National tutoring programme</b> Identified groups of learners in y5 and y6 given further reading and maths tuition	According to the EEF small group tutoring has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs following diagnostic assessments.	3. <u>£1,000</u>
<b>NELI Provision in Early Years</b>	According to an EEF-commissioned report, compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading. Nuffield early literacy intervention to support the development of language in Reception. x3 weekly half an hour sessions over 30 weeks (45 hours)	3. <u>£ 750</u>
<b>Little Wandle Rapid Catch up Phonics</b>	According to the EEF guidance, phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	6 <u>£1,000</u>
<b>Sensory Circuits</b>	EEF identifies that Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities.	1,5 <u>£200.00</u>
<b>Provision of ELSA support</b> (includes ELSA supervision meeting/ training updates)  50% of ELSA TA_ £3,800	Parents reported positively (parent wellbeing survey July 22) on the impact/benefit of having a trained/named ELSA to support pupils in a range of areas including separation, anxiety and bereavement. School holds firm commitment to supporting positive mental health and emotional wellbeing of all pupils for them to become more resilient, confident and less anxious thereby improving academic outcomes and life chances.	1 <u>£8,076</u>
<b>Effective intervention and teaching assistant support</b>	Research shows that teachers benefit: effective use of TAs can reduce workload and stress, and improve classroom behaviour. The complex needs of pupils in one cohort could be effectively supported through the effective deployment of a further Teaching Assistant.	<u>£12,400</u>

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

Projected spend: **£8,852**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train member of staff to lead Forest Schools to develop SEMH of all pupils	The EEF recognises there is a wider evidence base indicating that outdoor adventure learning may have positive impacts of other outcomes such as self efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of wider school experiences. At the Priory School we value God's creation and the beauty in our locality. We aspire for all our pupils to have a full appreciation of their local environment.	1, 5 <u>£2,500</u>
School coffee mornings and Parent Workshops to support home learning (reading, maths, online safety, wellbeing)	Priory parents have given feedback through surveys that they would like further support to help their child with both learning and emotional resilience.	4 <u>£200</u>
<b>HT acting as school attendance lead</b> - supporting families to improve attendance and following up all PP absences. 2.22% of HT role £2,007	DfE has outlined key actions for all schools in improving attendance for all pupils. School has developed a robust and supportive attendance policy; HT to rigorously follow up on all absence, particularly persistent absence to improve attendance and punctuality for disadvantaged pupils.	2. <u>£2,007</u>
Uniform costs £40 x 20 £800	Priory is committed to social equity and to making sure all pupils feel valued and included within the school community. Both school and parents associations are committed to making uniforms affordable and accessible for all. This Stevensons voucher can be spent on Priory branded items.	1. <u>£800</u>
Financial assistance for school trips, residentials and extra curricular clubs and enrichment £1,988 for residential + additional for other trips and access to paid extra-curricular clubs e.g. ukulele	Ofsted report (Feb 22 - Good) commented on the wealth of activities which enrich the curriculum and opportunities (leadership) which are available for all pupils, particularly disadvantaged pupils.  Pupils to have full access to 'cultural capital' opportunities across the school.	1 & 5. <u>£2,000</u>
Remote Learning (home learning) laptops Updated installation of filtering and monitoring app costs £345 (RM Buzz) + IT technician daily rate (uncharged to PP budget)	EEF Pupil Premium report evidences high impact for very low cost of home learning. School facilitates access to remote learning on Google Classroom so pupils can complete home learning and consolidate skills/ understanding and knowledge at home in core subjects.	4. <u>£345</u>
Trick Box	Introduce this resource with an aim to improve children's mental health. Social and emotional skills support effective	1 and 5

	learning and are linked to positive outcomes later in life.	<u>£1,000</u>
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**Total Pupil Premium, Recovery & National Tutoring Premium projected spend: £40,896**

## 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 last academic year.

Desired Outcome	Progress towards desired outcome
<p>The school works to raise academic achievement for all pupils including the disadvantaged.</p> <p>Achievement is monitored through triangulation</p> <ul style="list-style-type: none"> <li>● Work produced</li> <li>● Lesson observation</li> <li>● Attainment and Progress.</li> <li>● Stakeholder views eg parents, children, staff.</li> </ul>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>● Clearly sequenced and progressive long term/ medium term planning developed by subject leaders, aspirational for all learners and implemented by class teachers.</li> <li>● Children are highly engaged learners in all subject areas</li> <li>● All children, including those with SEND, make progress within lessons.</li> <li>● Learning and applying new vocabulary is strong.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>● Following Little Wandle Training across the school, staff are highly skilled in phonics. .</li> <li>● Teaching demonstrates pupil progress within lessons.</li> <li>● High quality phonics/fluency teaching in Key Stage Two for pupils who are working below the expected standard.</li> <li>● Pupils have access to high quality books and these are matched to their phonic ability.</li> <li>● NELI, early language development, supported those with lower prior attainment or at risk of falling behind to make accelerated progress</li> <li>● 70% pass rate in Year 1 phonics screen 2023. 97% pass rate in Year 2 phonics retakes in 2023 77% pass rate in KS2 Reading 77% pass rate in KS2 Writing (moderated)</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>● Staff are highly skilled in maths mastery.</li> <li>● Teaching demonstrates pupil progress within lessons and overtime.</li> <li>● Number fluency is prioritised and supported with IXL, Numbots, TTRS and 3rd Space Learning</li> <li>● Average score of 20 in Year 4 Multiplication Check 2023. 77% pass rate in KS2 Maths</li> </ul>
<p>All disadvantaged children in need of ELSA or pastoral support will be identified and receive appropriate support.</p>	<ul style="list-style-type: none"> <li>● Stormbreak and Relax Kids has supported positive mindfulness and mental health of children.</li> <li>● Strong pastoral leadership who embraces working with and alongside external agencies to ensure high quality provision for pupils. Eg, Family Hub,</li> </ul>



	<p>Social Care, CAMHS</p> <ul style="list-style-type: none"> <li>• Effective pastoral intervention is delivered, tracked and impact is monitored.</li> </ul>
<p>Good attendance for all pupils including disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Strong relationships built between school and families through regular check-ins with parents, parent meetings, coffee mornings.</li> <li>• Strong leadership of attendance with rigorous follow up on attendance including phone calls, TAC meetings and home visits.</li> <li>• Strong pastoral support provided for pupils in order to address barriers for regular attendance</li> <li>• Laptops provided for home learning during periods of absence.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in this academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Behaviour Hub Programme	Education Development
School Partnership Programme	EEF