

The Priory Primary School: Pupil Premium strategy statement 2022-23

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	20 (9.57%)
Academic year/years that this pupil premium strategy plan covers	2022-23
Date this statement was published (written)	09.11.2022
Date on which it will be reviewed	Summer 2023
Statement authorised by	Paul Ruffle, Headteacher
Pupil premium lead	Mel Fidge, Deputy Headteacher
Governor / Trustee lead	Sarah Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Premium (monies relating to National Tutoring Premium will be detailed separately in red for accounting purposes)	£2,754
Total budget for this academic year (excluding national tutoring premium)	<u>£26,010</u>

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 and the NFER report on supporting the attainment of disadvantaged pupils. 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	Emotional wellbeing , 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	Attendance and punctuality - ensuring disadvantaged pupils and families are supported to strive for excellent attendance and punctuality
3	SEND support and progress/attainment - ensuring all disadvantaged pupils including those with SEND (40% of all PP) receive high standards of teaching to increased rates of progress/attainment
4	Home learning and parental engagement - providing support for families of disadvantaged pupils, ensuring they have access to technology, relevant workshops and appropriate signposting

5	Cultural capital and physical wellbeing - providing additional opportunities for disadvantaged pupils to take part in enrichment activities which they may not have otherwise accessed
6	Early reading - 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>Relax Kids shows positive impact on self-regulation and language of emotions (tracked through interview/pupil wellbeing surveys)</p> <p>100% Y6 PP pupils offered opportunity to lead others:</p> <ul style="list-style-type: none"> ● antibullying ambassadors ● school council ● sports ambassadors ● house captains ● prefects
Improved school attendance and punctuality	<p>Disadvantaged pupils enjoy school and can articulate benefits of excellent attendance and punctuality (tracked through interview)</p> <p>94% PP school attendance</p> <p>20% PP persistent absence (4 PP pupils)</p>
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</p>

	<p>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</p>
<p>Active participation in a broad range of enrichment activities, with a focus on mental and physical wellbeing</p>	<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 attending Wellbeing Club</p>
<p>Strong reading foundations established and built upon for disadvantaged pupils through targeted phonics teaching, interventions and explicit teaching of vocabulary.</p>	<p>A strong focus on developing a love of reading for disadvantaged pupils, alongside an emphasis on developing phonological awareness and vocabulary.</p> <p>Below PP pupils are read with regularly (usually daily)</p> <p>90% PP pupils pass Y1 Phonics check</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Projected spend: **£8,308**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths No Problem textbooks & workbooks</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>£4,558</u></p>
<p>Little Wandle systematic synthetic phonics scheme</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>

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

Projected spend: **£480**

National tutoring programme spend **£5,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National tutoring programme</p> <p>Third Space Learning - provision of 1:1 Maths</p> <p>Tuition for blocks of 15 sessions for 8 pupils in Autumn / Spring and 15</p>	<p>2021-22 progress scores showed that this targeted Maths intervention/highly tailored support for pupils who need it most led to accelerated progress.</p> <p>Class teachers were given 'live' feedback on individual pupil progress</p>	<p>3.</p> <p><u>£5,520 (includes 40% school contribution, exceeded)</u></p>

sessions for 8 pupils Summer)	and could build on this within whole class/small group teaching.	
NELI Provision in Early Years	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>£ 480</u>

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

Projected spend: **£ 11,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of ELSA support (includes ELSA supervision meeting/ training updates) XX% 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>£3,800</u>
DHT acting as school attendance lead - supporting families to improve attendance and following up all PP absences. XX% of DHT role £1,500	DfE has outlined key actions for all schools in improving attendance for all pupils. School has developed a robust and supportive attendance policy; DHT to rigorously follow up on all absence, particularly persistent absence to improve attendance and punctuality for disadvantaged pupils.	2. <u>£1,500</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 association are committed to making uniform affordable and accessible for all. This Stevensons voucher can be spent on Priory branded items.	1. <u>£800</u>

<p>Financial assistance for school trips, residentials and extra curricular clubs and enrichment £1,665 for residential + additional for other trips and access to paid extra curricular clubs e.g. ukulele</p>	<p>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.</p> <p>Pupils to have full access to 'cultural capital' opportunities across the school.</p>	<p>1 & 5.</p> <p><u>£2,000</u></p>
<p>Remote Learning (home learning) laptops Updated installation of filtering and monitoring app costs £210 (RM Buzz) + IT technician daily rate (<i>uncharged to PP budget</i>)</p>	<p>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.</p>	<p>4.</p> <p><u>£210.00</u></p>
<p>Relax Kids (barefoot)</p> <p>£3,420</p>	<p>Relax Kids supports the Department of Health National guidance for mental health in schools document (June 2014)/adopted by many schools and CAMHs as therapeutic programme in some areas. Gives children access to a variety of simple, yet effective techniques for relaxation, mindfulness and stress management, as well as equipping them with greater grasp of emotional vocabulary.</p>	<p><u>£3,420</u></p>
<p>Stormbreak (free trial resource)</p>	<p>Launched at Priory in 2022, this programme aims to improve children's mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive. An independent evaluation of the project has been undertaken by The Centre for Mental Health (CMH) who are the BBC's Children in Need A Million and Me evaluation partner, already providing early reports of positive impact on both physical and mental health.</p>	<p>1 and 5</p> <p>£0</p>

Total Pupil Premium, Recovery & National Tutoring Premium projected spend: £26,038

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.

As a result of pupil premium interventions in 2021-22:

Disadvantaged pupils as a result of targeted phonics teaching, interventions and vocabulary teaching were able to decode and read well, reading at least in line with age related expectations. 100% of pupil premium pupils achieved the expected standard in the Year 1 national phonics test.

0% of pupil premium pupils (1 pupil) achieved the expected standard in Year 2 in reading, writing and maths. They did achieve the standard in reading alone.

40% of pupil premium pupils (5 pupils) attained the expected standard in reading, writing and maths at the end of KS2 in 2022.

Further targeted intervention will be required in September 2022 – July 2023. As a result of the pandemic, there are still gaps to be filled in terms of developing expert prosody in reading and basic number skills/ fluency in maths.

11 pupil premium pupils received targeted support to access the wider extra-curricular opportunities including residentials and sporting opportunities.

Third Space Learning reports show that targeted one to one maths tuition resulted in pupils from Year 3 to 5 making accelerated progress and closing gaps in number. Targeted one to one or group support in NELI, early language development, supported those with lower prior attainment or at risk of falling behind to make accelerated progress. Disadvantaged pupils in receipt of support showed improved attitudes and better learning how to learn skills.

All PP pupils given access to home learning via a 12m loan google chromebook. All Y6 PP pupils given opportunities for school leadership, including one as Head pupil.

Attendance across the school remains in need of addressing next year for all pupils following the pandemic, but particularly for disadvantaged pupils.

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

Programme	Provider
Behaviour Hub Programme	Education Development
School Partnership Programme	EEF