



Pupil premium strategy statement

This statement details our school’s use of pupil premium 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	Priors Field Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	6% (13) 2021 to 2023 6% (13) PP/CLA/CPLA 2022 to 2023
Academic year/years that our current pupil premium strategy plan covers (2 year plans)	2021/2022 evaluation 2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Katie Gane Headteacher
Pupil premium lead	Veronica Leary Inclusion Lead
Governor / Trustee lead	Stuart Greenwood Gov for PP and Inclusion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2022 to 2023	£31,036
Recovery premium funding allocation this academic year	£1620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£32,656

Part A: Pupil premium strategy plan

Statement of intent – this statement outlines the support of our vulnerable children and families, including those with a social worker, Early Help, Young carers, those with additional needs and CLA/CPLA.

- *To provide a safe and secure environment, where education is valued and there is a belief in abilities and potential of all.*
- *To ensure that PP children make expected or better progress across the curriculum, accessing every learning opportunity to achieve their potential and enjoy learning.*
- *To support the children’s health and wellbeing.*
- *To ensure that all children demonstrate highly positive attitudes, commitment and resilience to learning and life.*
- *To ensure that all staff recognise their responsibilities to support, monitor and adapt as necessary.*

We aim to achieve these through: -

- Quality first teaching, as outlined in the EEF Guide to Pupil Premium – promoting high expectations for teaching and learning, secure teacher knowledge and providing the best opportunities for every subject.
- Providing timely and appropriate intervention to support children in their social, emotional and mental health development. We aim to build their emotional resilience and equip our children with the strategies to manage their wellbeing needs. For example, we employ a professional counsellor and promote the Forest School approach within our environment.
- Ensuring timely and appropriate intervention to ensure that any gaps in key academic learning are addressed.
- Communication – with children, families and relevant school staff. For example, Early Help, regular opportunities to meet families through email/face to face etc, half termly vulnerable pupil progress meetings, individual data/progress tracking, staff observations and targeted interventions.
- Planning – strategic planning by SLT and Inclusion Lead and taking guidance from our Finance Officer and Governor, so that we are responsive to the direct challenges and needs of our children within our school community.

Challenges

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

Challenge number	Detail of challenge
1	Despite the varied level of parental engagement, the impact of the Covid pandemic and home learning engagement – to continue to have aspirational academic targets and support children and families
2	Not all children are socially confident and able to secure attachments - supporting the wellbeing and emotional needs within families.
3	Some PP children who are also on the SEN register have specific needs and individual small step targets – to ensure there is an adapted approach to the curriculum to support their education.

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
To raise attainment in Greater Depth levels for whole school	<ul style="list-style-type: none"> • That all teaching is consistently good or better as evidenced through ‘deep dive’ monitoring, coaching and mentoring. • All teacher assessment is accurate and is used to build on pupils’ prior knowledge, skills and understanding, identifies misconceptions and next steps planned appropriately. • Children will show evidence of independent learning within all lessons across the curriculum. • Curriculum planning to have progression, sequencing and clear year group end points build in.
PP children to continue to make expected or better than expected progress in reading	<ul style="list-style-type: none"> • PP children making good progress from their starting points as a result of highly effective teaching and intervention programmes. • Timely identification of all pupils who are in danger of not making good progress. i.e. Y2 phonics – targeted support for those not achieved Y1 phonic check – regular intervention throughout year • PP children to achieve at least school/national average scores in reading (or as appropriate meeting targets within their ANP/EHCP plan) • All teacher assessment is accurate and is used to build on pupils’ prior knowledge, skills and understanding, identifies misconceptions and next steps planned appropriately.
PP children to continue to make expected or better than expected progress in writing	<ul style="list-style-type: none"> • PP children making good progress from their starting points as a result of highly effective teaching and intervention programmes. • Timely identification of all pupils who are in danger of not making good progress. • PP children to achieve at least school/national average scores in writing (or as appropriate meeting targets within their EHCP plan) • That all teaching is consistently good or better as evidenced through ‘deep dive’ monitoring, coaching and mentoring. • All teacher assessment is accurate and is used to build on pupils’ prior knowledge, skills and understanding, identifies misconceptions and next steps planned appropriately.
PP children to continue to make expected or better than expected progress in maths – ref previous year’s data 83% PP cf 92% whole school data – address this gap	<ul style="list-style-type: none"> • PP children making good progress from their starting points as a result of highly effective teaching and intervention programmes. • Timely identification of all pupils who are in danger of not making good progress. • PP children to achieve at least school/national average scores in mathematics (or as appropriate meeting targets within their EHCP plan)

	<ul style="list-style-type: none"> • That all teaching is consistently good or better as evidenced through ‘deep dive’ monitoring, coaching and mentoring. • All teacher assessment is accurate and is used to build on pupils’ prior knowledge, skills and understanding, identifies misconceptions and next steps planned appropriately.
To support social and emotional need	<ul style="list-style-type: none"> • To support families – through communication, deployment of key staff, use of outside agencies and regularly monitoring impact.

Activity in this academic year 2022 to 2023

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lower adult/pupil ratio in class in morning – support aspirational targets for all our children. (£5599 approx)	<p>When a class or teaching group is smaller it is suggested that the range of approaches and amount of attention each child receives will increase, improving outcomes.</p> <p>HQT has the greatest impact – ref EEF High-quality teaching</p> <p>CPD programme to support curriculum knowledge, coaching and mentoring within school (e.g. Gateway Alliance, Evergreens specialist school)</p>	1 & 3

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

(£5599 approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group interventions	<p>Access to timely interventions to address misconceptions and gaps in learning. (ref EEF making best use of TAs)</p> <p>Feedback to be immediate, focused and supported.</p> <p>Using a range of strategies including digital technology to improve learning</p> <p>1:1 and small group tuition – has high-moderate impact on attainment and progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1

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

(£29,226 approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have the opportunity to access extracurricular activities - such as Rainbow club sports and activities. (1 free choice per week)</p>	<p>Support for readiness and self-motivation for learning – access to further rich activities to support - for example, homework club, cookery, craft, running, football, gym and access to new toys and games with peers.</p>	<p>1 & 2</p>
<p>Referring and engaging with additional emotional/wellbeing support (£22 482 approx)</p>	<p>To nurture the child’s resilience, independence, self-motivation and perseverance skills and understanding of feelings. For example, we offer Forest school approach, 1:1 support, small groups, Snowford Grange counselling, Sendsupported, Me-Club, Educational Psychologist.</p>	<p>2</p>

Total budgeted cost: £29,226 + club £2600 + £5599 = £37,425

(Additional funding supported by school budget)

Part B: Review of outcomes in the previous academic year 2021 to 2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Summary of impact

Reading Progress 2021-2022	EXP+	BTE	Attainment 2021-2022	Working below	Working towards	Expected +
PP	100%	17%	PP	0	17%	83%
Cf whole school	93%	14%				
Writing Progress 2021-2022	EXP+	BTE	Attainment 2021-2022	Working below	Working towards	Expected +
PP	92%	17%	PP 2022	0	42%	58%
Cf whole school	93%	13%				
Maths Progress 2021-2022	EXP+	BTE	Attainment 2021-2022	Working below	Working towards	Expected +
PP	83%	0%	PP 2022	0	33%	67%
Cf whole school	92%	12%				
		PP		Year 1		
Phonic check 2021-2022		50% (1 of 2)		Phonic check 2021-2022 86% using formal check		
Phonic check 2020-2021		100% (2)		Phonic check 2020-2021 93% using formal check due to Covid		
Phonic check 2019-2020		N/A as no PP in Y1 check		Phonic check 2019-2020 90% using formal check due to Covid		

Headlines

- Targeted interventions – all children who accessed these made measurable small steps of progress
- Termly wellbeing questionnaires showed that Y6 accessing Big Umbrella for SEMH identified needs (1:1 counselling weekly x 6) addressed ‘can do’ attitude and relieved anxieties ref SATs and transition.
- Children were proud of their school and showed enthusiasm for our broad and balanced curriculum – both indoors and outside. RSHE being taught as part of PSHE curriculum in the summer term supported children to manage change especially at end of year transition.
- The children’s feelings of ‘safe’ and ‘supported’ increased through the year.
- There was a small drop in WTS readers and small rise in EXS+ readers
- No PP child was working BLW
- No change in writing and maths results over summer term – continuing to keep in line with peers but whole school data showed a gap of 9% in maths which is being actively addressed in 2022 to 2023