

# Priors Field Pupil Premium Strategy Statement



## School overview

Pupil Premium is additional funding given to schools to raise the attainment of disadvantaged pupils and to diminish the difference as appropriate. All schools are required to publish details of how they are using the pupil premium and the impact that it is having on pupil achievement and wellbeing. This Priors Field Primary strategy will be reviewed throughout the academic year – within half termly pupil progress meetings, school and Governor monitoring procedures within the school SIDP and as part of the Inclusion role.

<b>Metric</b>	<b>Data</b>
School name	Priors Field Primary
Pupils in school	208
Proportion of disadvantaged pupils	6% (13) PP/CLA/CPLA 2020-2021 5% (10) 2021-2022
Pupil premium allocation this academic year 2021 to 2022	£19 804
Academic years covered by statement	Sept 2020 to July 2021 and Sept 2021 to July 2022
Publish date	July 2021
Review date	July 2022 (but ongoing through year too)
Statement authorised by	SLT/Govs
Pupil premium lead	Veronica Leary
Governor lead	Mr Stuart Greenwood

## Disadvantaged pupil barriers to success

<ul style="list-style-type: none"> <li>Due to Covid closures and a varied level of parental engagement, not all pupil premium children accessed blended learning to the same extent (although offered places in school only some felt able to attend) over the past 18 months</li> </ul>
<ul style="list-style-type: none"> <li>Attendance for PP children (not including lockdown) is 98.6% of whole school attendance 97.14%</li> </ul>
<ul style="list-style-type: none"> <li>Not all children are socially confident and able to develop secure attachments. Some have significant emotional wellbeing needs to be recognised and supported.</li> </ul>
<ul style="list-style-type: none"> <li>Some pupil premium children are on the SEND register, with specific needs and individual, small step targets to support a more gradual progress than their peers. (25%)</li> </ul>

## Strategy aims for disadvantaged pupils - academic achievement

Aim Ref School SIDP 2021-2022	Evidence of impact	Target date
SIDP Priority 1 - All staff have high expectations and are ambitious for all children	Evidenced by the fact all vulnerable pupils receive a full curriculum entitlement - drop ins, CPD, half termly pupil progress meetings	July 2022
SIDP Priority 2 – Pupils make or better progress from their starting points in reading, writing, maths (and phonics)	Evidenced through monitoring high quality interventions, learning walks, pupil voice, half termly pupil progress meetings	July 2022

## Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
SIDP Priority 2 – to provide pupils with a number of strategies to overcome learning obstacles.	Evidenced - To continue to improve pupil's resilience and independence in their learning, developing their self-motivation and perseverance skills through assemblies, PSHE, pupil voice and half termly pupil progress meetings, nurture intervention such as Me Club and Forest school.
SIDP Priority 3 – to ensure that pupils feel safe at all times and understand how to keep themselves safe	Evidenced – monitoring by wellbeing leader (KB), pupil voice (termly questionnaires) drop ins, learning walks and as a part of half termly pupil progress meetings. (To support the physical, mental, emotional and digital health of our pupils)
Projected spending to support these areas 2021 to 2022	Costing Forest school, nurture and lower adult ratio in class £13 419 + £5090

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### Teaching priorities for academic year 2021 to 2022

Aim	Evidence of impact	Target date
To continue to make expected or better than expected progress in reading	To achieve at least school/ national average scores in reading	July 2022
To continue to make expected or better than expected progress in writing	To achieve at least school/ national average scores in writing	July 2022
To continue to make expected or better than expected progress in maths	To achieve at least school/ national average scores in maths	July 2022
To continue to make expected or better than expected progress in phonics	To achieve at least school/ national average scores in phonics – support to reach the expected standard in the Y1 phonic check.	July 2022
Other – to continue to monitor and support emotional health and well being	To monitor pupil voice/PSHE/counselling evidence termly to ensure understanding of emotional wellbeing and impact of interventions	July 2022

### Targeted academic support for current academic year 2020 to 2021

Measure	Activity
Monitoring by SLT/subject leaders, assessment data analysed	At least good or better teaching/learning observed, classroom environments and learning walks, test and teacher assessment data, in school and external moderating activities. Curriculum to be broad, balanced and creative – monitored by subject leaders and SLT.
Ensuring staff use evidence-based whole-class teaching interventions and small group focus as appropriate to support PP/CPLA – including additional individual termly targets for each PP/CPLA child (ref Provision map).	For example, NIBs, Leapfrogs, Me Club, Forest School approach provision maps, interventions monitoring.
Projected spending to support academic targets Priority 1 2021-2022	Lower adult ratio in class support £5090

### Wider strategies for current academic year

Measure	Activity
Priority 2 To continue to improve resilience and Independence – through pupil voice, monitoring	Monitoring planning, drops ins, pupil voice through termly questionnaires, pupil progress meetings, school displays, nominations for recognition etc.
Priority 3 Supporting physical, emotional and digital health	Liaison with counsellor/mental health and outside agencies such as wellbeing team COMPASS, parents/carers to understand personal progress and barriers, monitoring PSHE planning/learning, pupil voice.
Priority 4 Curriculum is well tailored to meet the needs of the children – ensuring any gaps are addressed	To recognise and understand children who are struggling and support through interventions. Ensuring that staff were supported to access and deliver strategies such as Me Club, Butterfly Club etc.
Projected spending to continue support 2021 to 2022 – Priority 2 and 3	Including Forest school, outside agency support such as Sendsupported and Ed Psychologist, 1:1 support £13 419

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Allowing staff time/CPD for professional development throughout the year	Use of staff meetings/ CPD training as needed – cover provided within school.
Targeted support	English/Maths/Inclusion/Assessment Leads to had regular times to monitor and support children/staff	SLT provide time within school day for these activities
Wider strategies	Engaging with families to ensure to share observations/additional support and impact	Working closely with parents/carers towards shared targets at a time convenient to all parties. For example, running an Early Help if needed.

## Review: last year's aims and outcomes

Aim	Outcome														
<ul style="list-style-type: none"> <li>Professional assessments and support to understand barriers/preferred learning styles/emotional regulation to access the curriculum</li> </ul>	<p>We use SEND Supported to advise the assess, plan, do and review cycle. (2x reports) to understand and meet specific needs. Impact – a sensory timetable to ensure emotional regulation for one child and a focus on English skills to diminish the difference for a child. COST = £882</p> <p>Snowford Grange counselling service (3 pupils) to support emotional wellbeing. Impact – children engage with sessions and return to class regulated and ready to learn. COST = £1596</p> <p>Forest school approach – to support children's emotional wellbeing, especially with Covid situation. Positive impact on children's recognition of feelings and building a sense of independence. COST = £5750</p>														
To ensure that pupil attainment and progress in reading is equal to or higher than that prior to lockdown 1 March 2020	<table border="1"> <thead> <tr> <th>Reading Progress 2020-2021</th> <th>EXP+</th> <th>BTE</th> <th>Attainment 2020-2021</th> <th>Working below</th> <th>Working towards</th> <th>Expected +</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>100</td> <td>0</td> <td>PP 2021</td> <td>0%</td> <td>17%</td> <td>83%</td> </tr> </tbody> </table>	Reading Progress 2020-2021	EXP+	BTE	Attainment 2020-2021	Working below	Working towards	Expected +	PP	100	0	PP 2021	0%	17%	83%
Reading Progress 2020-2021	EXP+	BTE	Attainment 2020-2021	Working below	Working towards	Expected +									
PP	100	0	PP 2021	0%	17%	83%									

Aim	Outcome						
	Cf whole school	95	11	Cf PP March 2020	8%	8%	84%
To ensure that pupil attainment and progress in writing is equal to or higher than that prior to lockdown 1 March 2020	Writing Progress 2020-2021	EXP+	BTE	Attainment 2020-2021	Working below	Working towards	Expected +
	PP	92	17	PP 2021	0%	25%	75%
	Cf whole school	91	8	Cf PP March 2020	8%	33%	58%
To ensure that pupil attainment and progress in maths is equal to or higher than that prior to lockdown 1 March 2020	Maths Progress 2020-2021	EXP+	BTE	Attainment 2020-2021	Working below	Working towards	Expected +
	PP	100	8	PP 2021	0%	25%	75%
	Cf whole school	87	19	Cf PP March 2021	16%	17%	67%
To ensure that pupil attainment and progress in phonics is equal to or higher than that prior to lockdown 1 March 2020					PP	Year 1	
	Phonic check 2020-2021				100%	93% prediction (using formal check – due to further Covid lockdown)	
	Phonic check 2019-2020				N/A no PP in Y1 check	90% prediction (due to Covid lockdown)	

