

PUPIL PREMIUM STRATEGY 2019-2020



Contextual Information

Academic Year	2019 -2020	Total Budget:	£39,200	Date:	September 2019
Number of Pupils on Roll	312	Number of children eligible (%)	30 (10%)	Date of Final Review:	July 2020
Staff Information	<ul style="list-style-type: none"> ➤ The Head teacher is Mr. Chris Woolhouse. ➤ The Pupil Premium Champion is Mr. Harry Barwell. ➤ Family Support Worker is Kate Kinneir. ➤ School governor responsible for Pupil Premium is Kirsten Krawczyk. 				
Setting Information	<ul style="list-style-type: none"> ➤ The school opened in September 2016 and currently has 312 children on roll. ➤ Priors Hall is a growing community with 2 classes per year group and one in Year 5 – currently no Year 6. ➤ The number of pupils known to be eligible for Pupil Premium funding is 30 (10%) ➤ LAC 2 (1%) SGO 1 (0.5%) ➤ The number of pupils entitled to Free School meals 23 (7%) ➤ Service children 11 (4%) 				

Our School Ethos for Pupil Premium

We believe that all children should thrive and flourish at Priors Hall – a learning community, through high expectations, excellent quality first teaching and a range of enriching learning opportunities. We utilise Pupil Premium funding effectively to ensure our children's needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our children, focusing on the development of the whole child when planning both whole school and personalised provision to widen their experiences.

Our School Approach

Priors Hall seeks to ensure the effectiveness of its use of the Pupil Premium funding. We recognise that barriers to achievements take a variety of forms and look for individual ways to support each child to achieve their very best. As a team, we use current educational research, supported by the Education Endowment Foundation Teaching and Learning Toolkit, to guide us on how to best to use the school's resources, time and efforts.

What do we offer?

Enrichment opportunities

- Enrichment opportunities through our curriculum (i.e. whole class wow days)
- Subsidised educational visits
- PE clubs and musical instrument lessons

Targeted Support

- Personalised interventions to address individual needs
- Small group support

Educational resources

- Athletics
- 3P learning
- Book Talk
- Write Stuff
- Kinetic Letters
- Phonics
- Visualisers
- Portable devices

Well-Being support

- Family Support worker
- Attendance monitoring

- Subsidised places to before and after school provision

Staff Training

- Regular staff training
- Specific CPD for staff: The Write Stuff, Book Talk, Kinetic Letters, Phonics

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes

Three-year Outcomes:

1. To provide the highest quality teaching and learning to enable PP children to succeed and narrow the attainment gap.
2. Increase the opportunity for learning outside of the classroom.
3. Provide high quality enrichment and cultural capital activities to support pupil premium children's well-being.

Links to SDP:

4a 4b
2b
2b 2c

Impact Towards Long Term Outcomes 2019-2020

1. To provide the highest quality teaching and learning to enable PP children to succeed and narrow the attainment gap.

- Due to the Covid-19 epidemic, our teaching and learning offer to all children has had to be adapted to allow for distance learning. Our offer to vulnerable children during this time has included allocating school tablets to families who are struggling to access online learning; offering regular wellbeing calls to vulnerable children and families; and ensuring that school meals are provided for vulnerable children who families either through the school meal voucher scheme or by delivering meals directly to families.
- Prior to Covid-19, all teaching staff had participated in a range of English based CPD activities to improve the delivery of teaching writing and reading. The impact of this can be seen through teacher's planning and whole school schemes were being used consistently. These were particularly evident in writing and handwriting sessions. Both these areas will continue to be embedded in the next academic year and in response to the prolonged school closure.

- Reading is still an area of focus across all Key Stages: In KS1, 25% and in KS2, 48% of Pupil Premium children met the expected standard. The Book Talk scheme was starting to be used by most teachers; however, this still needs to be appropriately adapted in order to ensure all reading abilities are engaging in high quality texts and practising essential reading skills consistently (e.g. inference, prediction, retrieval etc). More work completed needs to be with the English subject leader to ensure that teachers are suitably equipped and supported in delivering high quality lessons consistently. Alongside this, the whole school reading for pleasure drive must continue and be built on following the recent investment across the school in high quality reading resources.
- Through the use of the Write Stuff scheme, the whole school approach to writing has become consistent across both Key Stages. According to Spring 2020 data, in KS1 38% and in KS2 42% of Pupil Premium children achieved age related expectations. In the next academic year, CPD should be offered to teachers as to how to effectively differentiate and adapt writing tasks to suit the personalised needs of the most vulnerable. This also links to the whole school drive to improve reading, as often reading is a barrier to vulnerable children's learning and can also have a significant impact on the quality of writing a child can produce.
- The development of maths has continued to happen across school; however further development is needed. 63% of KS1 and 48% of KS2 Pupil Premium children achieving age-related expectations according to Spring 2020 data. The maths lead has participated in high quality CPD and as a result has a clear vision as to how to support and improve maths across the school. New working walls have been introduced, which allow vulnerable children to refer back to key number facts and vocabulary during lessons; however this still needs to be embedded further. In the next academic year, the maths lead needs to disseminate further the outcomes of the training, particularly by supporting teachers in working with key vulnerable groups.

2. Increase the opportunity for learning outside of the classroom.

- Forest Schools has been offered to children in KS1 and ran onsite due to lack of transport to local outdoor areas. Although the provision has been somewhat limited this year, it has still allowed children to work on their social interaction with peers, as well as supported smaller class sizes in some sessions, which class teachers have used to work closely with vulnerable children and their specific areas of need. In the next academic year, the outdoor learning provision should be expanded to allow all children the opportunity to participate in activities and the Forest School offer should be developed further to include off-site visits to local wooded areas.
- CPD has been offered in order to support Forest School leader develop an outdoor learning programme, which will start in September 2020. This will allow more children to access the outdoor provision and offer opportunities for key children with SEMH to attend Forest Schools off site.

3. Provide high quality enrichment and cultural capital activities to support pupil premium children's well-being.

- The allocation of an allowance to each class to support in planning and delivering enrichment and cultural capital activities has helped to develop a whole school approach to including enrichment into the wider curriculum. There have been several successful trips and visitors in school, who have motivated some reluctant learners. To build on this next year, more CPD is needed for staff to ensure that planning is adapted effectively without the need to pay for external enrichment opportunities (where possible).
- Half termly wellbeing days have been introduced since January 2020. This has allowed children to experience further outdoor learning opportunities and learn new skills (e.g. yoga). In the next academic year, these days need to be further developed and tailored to specific vulnerable children's needs. This will be further supported through high quality CPD being offered to support staff in order for a wider support network to be developed.

Impact Towards Long Term Outcomes 2020-2021

1. Summary information

School	Priors Hall – A Learning Community				
Academic Year	2019-20	Total PP budget	£39,200	Date of most recent PP Review	April 2019
Total number of pupils (September 2019)	312	Number of pupils eligible for PP (January 2019 census)	30 (10%)	Date for next internal review of this strategy	December 2020

2. Current attainment (End of KS1 2019 – 40 children: (6 PP children = 15% of cohort)

	Pupils eligible for PP 6/40 15%			Pupils not eligible for PP 34/40 85%		
	Priors Hall ALC	GAP	National Aver*	Priors Hall ALC	GAP	National Aver*
% making progress in reading	83%	+21	62%	82%	+4%	78%

% making progress in writing	67%	+12	55%	77%	+4%	73%
% making progress in maths	67%	+5	62%	72%	+7%	79%

Current attainment (Year 1 Phonics Screening Check 2019)

	Pupils eligible for PP (2)			All Pupils		
	Priors Hall ALC	GAP	National	Priors Hall ALC	GAP	National Aver*
% children achieving pass mark (32/40)	100%	+29	71%	95%	+11	84%

★ National Statistics taken from National curriculum assessments at Key Stage 1 and Phonics Screening Checks in England 2019 produced by Department for Education on 27th September 2019.

★ Currently no end of Key Stage 2 assessment data as no Year 6 class.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low starting points and gaps in outcomes for PP and vulnerable group children.
B.	Social and emotional issues (SDP 2c) .
C.	Overlap of children with SEND and other vulnerable groups (SDP 4) .
D.	Identification of PP children.
E.	Gap in cultural capital. (SDP 2b) .

External barriers

A.	Home environment: parental SEMH difficulties, lack of uniform, incomplete home learning.
B.	Punctuality and attendance.

C.	Gap in cultural capital and lack of out of school enrichment opportunities.
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4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	<ul style="list-style-type: none"> • To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. • To ensure pupils consolidate basic skills • To respond rapidly with targeted teaching for pupils at risk of underachievement 	<ul style="list-style-type: none"> • A higher percentage of pupils will meet (or exceed) age related national expectations in English and maths across all year groups than in 2018-19. • All staff will receive appropriate CPD to facilitate development and high quality teaching. • Teachers will use formative assessment effectively through the use of the new Teaching and Learning slides. • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths • Support staff will support learning effectively. • Additional intervention and pre-teaching sessions will take place, based on academic gaps.
B.	To become a mentally healthy school supporting the wellbeing of all children.	<ul style="list-style-type: none"> • Wellbeing scale used across the school to allow all children to discuss accurately their social and emotional health with staff and peers. • Targeted interventions for children struggling with SEMH. • Mental health First Aid training held for all staff (January 2020)
C.	Vulnerable groups are identified successfully with appropriate interventions planned. (SDP 4)	<ul style="list-style-type: none"> • All pupil premium correctly identified with any specific learning difficulty or SEN. • Regular pupil progress meetings to include actions for vulnerable groups. • Staff collaboratively working to identify children needs and design personalised interventions to meet needs.
D.	To increase/ improve the awareness of pupil premium to all parents.	<ul style="list-style-type: none"> • Coffee afternoons to discuss PP. • Regular advertising periods leading up to census dates e.g. parent's evenings, open days. • Incentives for parents to attempt PP applications. • Parental Involvement • Parental Surveys.

E.	Opportunity for enriched provision.	<ul style="list-style-type: none"> • Regular enrichment opportunities planned into the curriculum across all year groups to allow all children the opportunity to build and develop cultural capital on their learning. • To provide a variety of enrichment opportunities to disadvantaged children and families.
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5. Planned expenditure

Academic year

September 2019 – July 2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Provide the highest quality of teaching and learning to enable PP children to succeed and narrow the attainment gap.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Resourcing for quality first teaching	<ul style="list-style-type: none"> • Purchase 'visualisers' and provide in house training on modelling written work. • Subscribe to 'Mathletics' and '3P learning' to raise profile in maths. • Purchase tablets to allow for portable technology to be used within class. 	<p>Visualisers allow for collaborative and peer led learning which the EEF claims has a significant impact on outcomes for children.</p> <p>Effective feedback given via the use of visualisers can also benefit all children and is supported by EEF research.</p> <p>Mathletics and in-class access to tablets will allow children to access additional learning resources either at home or through a classroom device.</p>	<ul style="list-style-type: none"> • Resources to be shared with all staff. • Planning to be monitored by SLT to assess the effectiveness of these resources, and their impact on PP, SEND and the lowest 20%. • Regular lesson visits to assess how well resources are being implemented, and their impact on PP, SEND and the lowest 20%. 	TM, BL, AC, CW, JS, LT, SM	Weekly monitoring of Teaching and Learning.

<p>CPD for teaching staff</p>	<p>Offer English CPD to all staff and new starters on:</p> <ol style="list-style-type: none"> 1. Book Talk 2. Write Stuff 3. Kinetic Letters 4. Phonics 5. Effective marking a feedback 	<p>Focusing on phonics and reading has been proven in educational research to close the vocabulary gap. High quality phonics and reading training is seen by the EEF to be very beneficial to vulnerable children's education.</p> <p>Alongside this, effective writing lessons, including links to reading and phonics, as well as high quality feedback further supports vulnerable children's literacy development.</p>	<ul style="list-style-type: none"> • Lesson observations, pupil voice, book looks and data analysis to take place termly to triangulate the picture of reading and writing across the school. • Consistent approaches to reading and writing ensuring that all children are offered the same quality of teaching and learning. • English lead to access CPD programme through IFTL 	<p>TM, BL, AC, CW, JS, LT, SM</p>	<p>Weekly monitoring of Teaching and Learning.</p>
<p>Regular and robust monitoring of planning, teaching and children's outcomes.</p>	<ul style="list-style-type: none"> • Typicality tours, book looks and monitoring of teaching and learning 	<p>Regular and robust whole school monitoring allows SLT and subject leaders to identify strengths and weaknesses with the teaching profile of the school and that all children are receiving a good level of quality first teaching.</p>	<ul style="list-style-type: none"> • Pupil progress meetings shared with SLT and middle leaders to ensure there are key areas of focus for typicality checks. • Findings of typicality checks shared with SLT and next step actions discussed with senior and middle leaders. 	<p>TM, BL, AC, CW, JS, LT, SM</p>	<p>Weekly monitoring of Teaching and Learning.</p>
Proposed cost					£10,000
<p>ii. Targeted Support <i>Increase the opportunity for learning outside of the classroom.</i></p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils are set meaningful homework, which extends their learning.</p>	<ul style="list-style-type: none"> • All classes to set project-based homework linking to the class topic for the half term. 	<p>Effective engagement with learning outside of school through homework can have an impact on children's education. Through parental engagement in learning and setting suitable home learning tasks, this</p>	<ul style="list-style-type: none"> • Help with resourcing materials and equipment for low-income families. • Class teacher and Maths lead to monitor Mathletics and opportunity to access the 	<p>CTs SM BL LT</p>	<p>Every 6 weeks</p>

	<ul style="list-style-type: none"> • Use of Mathletics to support in-class teaching and consolidation at home. • Provide facilities for vulnerable children and families to access online learning during Covid-19 epidemic. 	tackles some of the cultural capital deficit vulnerable families have.	<p>resource given in school to those who do not have internet access.</p> <ul style="list-style-type: none"> • Tablets to be loaned to vulnerable families who cannot otherwise access online learning. • Regular check-ins throughout the week with vulnerable families to ensure they are able to access online/home schooling content. 		
Remove barriers to allow low-income families the opportunity to access educational visits and enrichment activities.	<ul style="list-style-type: none"> • Pupil Premium families to be given an allowance to spend on educational and enrichment visits throughout the academic year. • Children who cannot travel offered additional transport (e.g. collection from home to attend activities outside of school) 	Enrichment opportunities allow vulnerable children the opportunity to experience activities or visits which they previously may not have had opportunity to. This closes the cultural capital gap between vulnerable and non-vulnerable children and allows all children the opportunity to develop their understanding of the world.	<ul style="list-style-type: none"> • Pupil Premium families to have a blue payment card with a record of spending of allowance. • Any child who wished to participate in an event, but is logistically not able to, will receive support from staff. 	SRT BL CW	Termly
Targeted interventions provided in school.	<ul style="list-style-type: none"> • 'Lego-based Therapy' to be offered to children with identified SEMH barriers (12 week cycle) • Phonics interventions/groups to help with early reading. • Maths mastery interventions planned for PP and bottom 20% children to push to ARE. • Regular SEMH check ins with vulnerable children 	<p>The mastery approach to learning is on the whole supported by research based on meta-cognition. According to the EEF, where the mastery approach is used effectively, this can offer up to 5 months of progress.</p> <p>SEL approaches are seen to be effectively providing they are personalised and tailored to the needs of the participants in order to have an impact on their personal and academic outcomes.</p>	<ul style="list-style-type: none"> • Pupil Progress meetings and class teachers will highlight children requiring additional support. • Baselines to be carried out before interventions take place. • Interventions recorded and kept with the member of staff carrying out the intervention. • Regular conversations with class teachers and SLT to ensure the intervention is effective. 	HB KKM TM, BL, AC, CW, JS, SM, LT	Every 6 weeks

	and families during the Covid 19 outbreak.		<ul style="list-style-type: none"> Post intervention assessment to be carried out and understand its impact. Class teachers to call all vulnerable children 2 or 3 times a week, speaking with both children and adults, to ensure they are accessing home learning and SEMH needs are being met. 		
To monitor and improve the attendance of disadvantaged children including reoccurring lates.	<ul style="list-style-type: none"> Robust attendance monitoring carried out by office staff with any concerns passed to Family Support Worker to follow up. Attendance issues monitored alongside SLT and additional help offered to identified families. Home learning to be closely monitored by class teachers during Covid-19 outbreak. 	Monitoring of attendance ensures that families are challenged on regular missed marks and reoccurring lates. EFF advises support is most likely to be effective when targeted alongside attendance work.	<ul style="list-style-type: none"> Through regular and robust monitoring of attendance of Pupil Premium and bottom 20% children. Family Support Worker to be in regular contact with families that have poor or inconsistent attendance to offer support and advice. Any concerns regarding vulnerable families home learning should be reported to SLT and DSLs. 	NM KK TM, BL, AC, CW, JS,	Weekly

Proposed cost £17,000

iii. Other approaches

Provide high quality enrichment and cultural capital activities to support pupil premium children's well-being.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to experience out of school visits and experiences to	<ul style="list-style-type: none"> To lease a minibus through a combination of Pupil Premium and Sports Premium as transport for 	Ensuring that vulnerable families have the opportunity to participate in out of school activities helps to reduce the cultural capital deficit.	<ul style="list-style-type: none"> Minibus will be kept at Priors Hall so that it is accessible to all staff and classes. 	KM SRT CW BL	Half termly

<p>promote cultural capital.</p>	<p>educational and community visits.</p> <ul style="list-style-type: none"> • Children to use the transport to take part in sporting competitions. • Before and after school provision available to vulnerable families struggling with childcare. 	<p>According to the EEF, children can gain up to two additional months of progress through participation in sporting activities.</p> <p>Supporting vulnerable families through the before and after school provision allows children to have a calm start and end to school. This also allows vulnerable children opportunities to participate in educational activities which they may not have access to at home.</p>	<ul style="list-style-type: none"> • Family Support Worker and SLT to liaise with Pupil Premium families to ensure they are able to fully access extra-curricular activities. Support to be offered where necessary. 	<p>JP KK</p>	
<p>Enhance cultural capital through class enrichment.</p>	<ul style="list-style-type: none"> • Class teachers given an allowance of £200 to spend on enrichment for the children in their class (e.g. subsidise trips, fund visits from out-of-school professionals etc.) 	<p>By including opportunities for enrichment throughout the curriculum, this allows all children the opportunity to build their contextual understanding of a topic and share common experiences. This closes the cultural capital gap between all children, particularly those from vulnerable families.</p>	<ul style="list-style-type: none"> • Bursar to monitor this spending and report back to SLT. • Each class teacher to plan enrichment activities according to their termly topic and use the additional funding to support this. 	<p>SRT BL CW CTs</p>	<p>Half termly</p>
<p>To provide additional enrichment activities throughout the school year.</p>	<ul style="list-style-type: none"> • Sports coaches used from Premier Sport to engage children and build their confidence. They also work with children with SEMH at break and lunch. • Instrument lessons to be subsidised to allow all children the opportunity of learning to play an instrument. 	<p>Participation in sports and the arts can have a significant impact on vulnerable children's outcomes, as this offers an opportunity to close the cultural capital gap between vulnerable and non-vulnerable families; foster a love of learning new skills; and build positive SEMH.</p> <p>The EEF claims that children can make up to two additional months of progress through participation in sports and the arts.</p>	<ul style="list-style-type: none"> • Bursar to monitor this spending and report back to SLT. • Sports coaches to be booked according to need and given a specific focus when working with a group of children. • Instrument lesson admin to be ran by office staff. • Instrument lessons are to be available to all, with lessons being subsidised for Pupil Premium families. 	<p>SRT BL NM TM</p>	<p>Half termly</p>
<p>Proposed cost</p>					<p>£12,000</p>

