

PUPIL PREMIUM STRATEGY 2020-2021



Contextual Information

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|--------------------------|--|---------------------------------|----------|-----------------------|----------------|
| Academic Year | 2020-2021 | Total Budget: | £48,210 | Date: | September 2020 |
| Number of Pupils on Roll | 357 | Number of children eligible (%) | 34 (11%) | Date of Final Review: | July 2021 |
| Staff Information | <ul style="list-style-type: none"> ➤ The Headteacher is Mr. Chris Woolhouse. ➤ Assistant Headteacher responsible for Teaching and Learning is Tess McQuade ➤ Senior Leader in charge of Pupil Premium is Benjamin Lynch ➤ SENDCo is Jenna Smith ➤ Senior Leader in charge of Early Years and Looked After Children is Alex Crawford ➤ 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 357 children on roll. ➤ Priors Hall is a growing community with 2 classes per year group and one in Year 6. ➤ The number of pupils known to be eligible for Pupil Premium funding is 34 (10%) ➤ LAC 2 (1%), SGO 1 (0.5%), Ever6 7 (2%) ➤ 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

As recommended by the Education Endowment Foundation, a tiered approach should be adopted in order to support Pupil Premium and LAC children; we have therefore adapted a three-tiered approach to using Pupil Premium and LAC spending and seek 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; the Seven Blocks to Effective Pupil Premium; and DfE documents to guide us on how to best to use the school's resources, time and efforts.

Tier 1: Raising quality first teaching for all children.

Phonics and reading

- Small phonics groups for teaching
- Literature rich environments across the school
- Book Talk approach to guided reading
- 1:1 reading with targeted children
- Whole school love of reading ethos

Behaviour for Learning

- Talk Less Teaching
- Teach like a Champion
- Restorative justice approach

Staff CPD

- Subject leader training

- Write Stuff
- Book Talk
- Talk Less Teaching
- Kinetic Letters
- Coaching
- 3P learning
- Whiterose Hub Training
- Weekly staff CPD sessions

Tier 2 Targeting support for struggling children and/or those struggling to make accelerated progress including more-able children.

- Pre-teaching groups
- Small group activities
- High quality feedback
- Homework clubs

Tier 3 Non-academic factors impacting on children's development and learning.

Enrichment opportunities

- Enrichment opportunities through our curriculum (i.e. whole class wow days)
- Subsidised educational visits
- PE clubs and musical instrument lessons
- Weekly outdoor learning session for all children
- Forest schools

Parental engagement and support

- Pastoral support for families experiencing difficulties
- EHA
- Discounts for educational visits and enrichment opportunities.

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:

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

Links to SDP:

2a, 2b, 2c, 3c

4a, 4b

2d

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

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| Autumn 2020 | Spring 2021 | Summer 2021 |
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Impact Towards Long Term Outcomes 2021-2022

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| Autumn 2021 | Spring 2022 | Summer 2022 |
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1. Summary information

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| School | Priors Hall – A Learning Community | | | | |
| Academic Year | 2020 | Total PP budget | £48,210 | Date of most recent PP Review | July 2020 |
| Total number of pupils (September 2020) | 357 | Number of pupils eligible for PP (January 2020 census) | 34 (11%) | Date for next internal review of this strategy | December 2020 |

2. Current attainment (End of KS1 2020 – Teacher Assessment only due to Covid-19): (PP children = of cohort)

| | Pupils eligible for PP 3/37 8% | | | Pupils not eligible for PP 34/37 92% | | |
|------------------------------|--------------------------------|-----|----------------|--------------------------------------|-----|----------------|
| | Priors Hall ALC | GAP | National Aver* | Priors Hall ALC | GAP | National Aver* |
| % making progress in reading | 66% | | | 79% | | |
| % making progress in writing | 66% | | | 76% | | |
| % making progress in maths | 66% | | | 76% | | |

Current attainment (Year 1 Phonics Screening Check 2019)

NB Due to Covid-19 Phonics Screen was postponed for all Year 1s.

| | Pupils eligible for PP (2) | | | All Pupils | | |
|---|----------------------------|-----|----------|-----------------|-----|----------------|
| | Priors Hall ALC | GAP | National | Priors Hall ALC | GAP | National Aver* |
| % children achieving pass mark (32/40) | | | | | | |

★ End of KS1 2020 data based on teacher assessment from Spring 2020 due to Covid-19 lockdown.

★ Year 1 Phonics Screening Check 2020 did not happen due to Covid-19 lockdown. Rescheduled to be taken in 2020-2021.

★ 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 (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Lower attainment than their peers and therefore low starting points with rapid progress needed to be made. (Tier 1 and 2) |
| B. | Social and emotional issues. (Tier 3) |
| C. | Parental engagement (Tier 3) |
| D. | Gap in cultural capital. (Tier 1, 2 and 3) |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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|-----------|------------------------------|
| A. | Attendance |
| B. | Social and emotional issues. |
| C. | Gap in cultural capital. |

4. Desired outcomes

| | Desired outcomes and how they will be measured | Success criteria |
|-----------|---|--|
| A. | <p>To ensure classroom teaching is precise and of a high quality to meet the needs of all pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>Monitored through:</p> <ul style="list-style-type: none"> ★ SLT learning walks, book looks, planning monitoring and lesson studies. ★ Pupil voice activities ★ Pupil progress meetings | <ul style="list-style-type: none"> ★ Pupils will meet (or exceed) age related national expectations in English and maths. ★ All staff will receive appropriate CPD to facilitate development and high-quality teaching. ★ Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. ★ Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths ★ Support staff will support learning effectively. ★ Additional intervention sessions will take place, based on gaps/need. |
| B. | To become a mentally healthy school supporting the wellbeing of all children through a restorative justice | <ul style="list-style-type: none"> ★ Wellbeing scale used consistently across the school. ★ Children are able to talk about their mental health. |

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| | <p>approach to conflict resolution and a growth mindset attitude towards challenges.</p> <p>Monitored through:</p> <ul style="list-style-type: none"> ★ Wellbeing checks ★ Number of recorded SEMH incidences ★ Content covered during wellbeing days. | <ul style="list-style-type: none"> ★ Wellbeing days planned throughout the year to ensure that awareness is raised amongst staff and children of how to improve mental health. ★ Restorative justice approach used consistently across the school. ★ Growth mindset techniques and terms are used consistently across the school. |
| C. | <p>For all parents to be fully engaged in their child’s learning and take an active part in the whole school community.</p> <p>Measured through:</p> <ul style="list-style-type: none"> ★ Parents evening attendance ★ Planned parental events throughout the year ★ Regular contact between class teachers and home ★ PTA | <ul style="list-style-type: none"> ★ Higher levels of attendance at parents’ evening ★ Planned parent events throughout the school year with a good level of attendance ★ Parents are aware of the school curriculum and take an active role in wider school community. ★ PTA is set up and running ★ Parental surveys sent to targeted families. ★ Coffee afternoons targeted at specific families to discuss PP |
| D. | <p>Opportunity for enriched provision which provides opportunities for children to learn beyond the classroom.</p> <p>Measured through:</p> <ul style="list-style-type: none"> ★ Outcomes for PP children across the curriculum ★ Children’s wider understanding of the world. ★ Monitoring attendance numbers to afterschool clubs. | <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. ★ Embedded whole school curriculum that is sequential and builds on children’s prior knowledge. |
| E. | <p>Whole school attendance to be in line with or higher than national average for all children, including PP, LAC and other vulnerable categories.</p> <p>Measured through:</p> <ul style="list-style-type: none"> ★ Weekly attendance checks by office staff by individuals ★ Monitoring persistent absentees and liaising with families to support attendance at school ★ Half termly whole school | <ul style="list-style-type: none"> ★ Improvement in whole school attendance so it is in line with national average. ★ Improved attendance for all vulnerable children resulting in better academic outcomes ★ Celebratory approach to pupil attendance through whole school reward systems |

5. Planned expenditure

Academic year September 2020 to July 2021

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.

Tier 1: Raising quality first teaching for all children.

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 Whiterose Hub Premium resources for all staff to access. • Concrete maths resources that are age appropriate available for all children. • Write Stuff and Book Talk training for new staff members. • Oxford Reading Owl Spelling books provided to all children. • Reading books available in all classroom/communal areas to promote a love of reading for all children, regardless of ability. | <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>Focusing on phonics and reading had 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> | <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%. | <p>TM, BL, AC, CW, JS, LT, SM, KM</p> | <p>Termly</p> |
| CPD for teaching staff | <ul style="list-style-type: none"> • Lesson studies • PP and SEND SLA support | | <ul style="list-style-type: none"> • Lesson observations, pupil voice, book looks and data | <p>TM, BL, AC,</p> | <p>Termly</p> |

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| | <ul style="list-style-type: none"> • English and Maths SLA • Phonics • Book Talk training for new staff. • Write Stuff training for new staff. • Talk Less Teaching training for all staff. • Effective assessment and feedback. | <p>Effective feedback given to children allows them to take a proactive approach to improving their learning. This is supported by EEF research.</p> <p>The use of SLEs to support leadership and target support creates sustainability within senior and middle leaders to implement and drive change.</p> | <p>analysis to take place termly to triangulate the picture of reading, writing and maths across the school. Targeted support implemented where appropriate.</p> <ul style="list-style-type: none"> • Consistent approaches to reading, writing and maths ensuring that all children are offered the same quality of teaching and learning across school. • English, maths and PP lead to access CPD programme through IFTL | CW, JS, LT, SM, KM | |
| Regular and robust monitoring of planning, teaching and children's outcomes. | <ul style="list-style-type: none"> • Typicality tours, book looks and monitoring of teaching and learning. • Leadership of pupil support by one of SLT. | <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. | TM, BL, AC, CW, JS, LT, SM | Termly |
| Proposed cost | | | | | £15,000 |
| <u>Tier 2. Targeting support for struggling children and/or those struggling to make accelerated progress including more-able children.</u> | | | | | |
| <i>Increase the opportunity for learning outside of the classroom.</i> | | | | | |
| 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? |

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| <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. • Use of Mathletics to support in-class teaching and consolidation at home. • Purple Mash to be used to set weekly spelling activities. • Year 6 to have specific (and age appropriate) workbooks. | <p>Effective engagement with learning outside of school through homework can have an impact of children's education. Through parental engagement in learning and setting suitable home learning tasks, this tackles some of the cultural capital deficit vulnerable families may have.</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 resource given in school to those who do not have internet access. | <p>SM, BL, KM, LT, TM</p> | <p>Every half term</p> |
| <p>Remove barriers to allow low-income families the opportunity to access educational visits and enrichment activities.</p> | <ul style="list-style-type: none"> • Pupil Premium families to be given discounted rates on educational visits and enrichment activities. • Children who cannot travel offered additional transport (e.g. collection from home to attend activities outside of school) • A range of after school clubs to be hosted at school to ensure PP and bottom 20% children have access to high quality enrichment and learning activities outside of the classroom. | <p>Enrichment opportunities allow vulnerable children the opportunity to experience activities 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.</p> | <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. • All staff will be expected to host an after-school club, targeting PP and vulnerable families, that offer learning opportunities outside of the classroom. | <p>SRT, BL, TM</p> | <p>Termly</p> |
| <p>Targeted interventions provided in school.</p> | <ul style="list-style-type: none"> • Forest School sessions to offered to children with SEMH difficulties. • Phonics interventions/groups to help with early reading. | <p>SEL approaches are seen to be effective 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. | <p>TM, BL, KM, CTs</p> | <p>Half termly</p> |

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| | <ul style="list-style-type: none"> • 1:1 reading with all children, particularly those in the bottom 20% and PP. • Pre-teaching to be available to all year groups, allowing PP and bottom 20% children the opportunity to | Pre-teaching allows children to work on gaps in knowledge before a lesson or series of lessons is taught. This allows for children to improve both their academic knowledge and self-esteem in their learning abilities. | <ul style="list-style-type: none"> • 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. • Post intervention assessment to be carried out and understand its impact. | | |
| To monitor and improve the attendance of disadvantaged children including reoccurring late marks. | <ul style="list-style-type: none"> • Robust attendance monitoring carried out by office staff with any concerns passed to DSL and Family Support Worker to work with family. • Attendance issues monitored by SLT and additional help offered to identify families. • Rewards for high attendees given to classes and individuals. | Monitoring of attendance ensures that families are challenged on regular missed marks and reoccurring late marks. 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. | NM KKM TM, BL, AC, CW, JS, | Half termly |

Proposed cost £23,000

Tier 3 Non-academic factors impacting on children’s development and learning.

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? |
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| 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 | Through access to school funded transport, the offer to all children (particularly those who are vulnerable or PP) will be increased, | <ul style="list-style-type: none"> • Minibus will be kept at Priors Hall so that it is accessible to all staff and classes. | TN, SRT, BL, KK | Half termly |

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| <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. | <p>as this would offer the opportunity for off-site Forest School sessions to support SEMH; inter-school sporting events; additional enrichment opportunities to support learning.</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>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 understand 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>SR BL TM</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 to build confidence and work with children with SEMH, particularly during 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, TM, BL, JP</p> | <p>Half termly</p> |
| <p>Proposed cost</p> | | | | | <p>£10,000</p> |