



Inspiring Futures
Through Learning

Priors Hall Primary School

Pupil Premium Strategy Statement 2021 to 2024

'Ready for Learning, Ready for Life'

1.0 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.

2.0 School Contextual Overview

School Name	N Primary School		
Academic Year	2021 to 2022	2022 to 2023 Estimated	2023 to 2024 Estimated
Number of Pupils in school	357	394	396
Number and Proportion of disadvantaged pupils	34 (11%)	42(11%)	34(9%)
Total Pupil premium allocation (£)	£48,210	£56,490	£45,730
Academic year or years covered by statement	September 2021 to July 2024		
Publish date	September 2021	September 2022	September 2023
Review date	July 2022	July 2023	July 2024
Statement authorised by	Mrs. Tess McQuade	Mrs. Tess McQuade	Mrs. Tess McQuade
Pupil Premium lead	Mrs. Jacqueline White	Mrs. Jacqueline White	Mrs. Jacqueline White
Governor Pupil Premium lead	Michelle Morrison	Michelle Morrison	Michelle Morrison

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

Three-year Priorities:	End of three Year outcomes:	Link(s) to SDP:
<ul style="list-style-type: none"> Narrowing the attainment gap for PP pupils Cultural Capital for all inclusive of PP pupils 	<ul style="list-style-type: none"> 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 PP children’s well-being. 	<p>1a, 1b</p> <p>1a, 1b</p> <p>2a, 2b</p>

Planned Impact/ Targets Towards Long Term Outcomes 2021-2022

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

- ★ Following reduced attendance to school 2020/2021 due to the COVID pandemic, we recognise the need for all of our pupils to receive Quality First Teaching (QFT) across the curriculum. Initial CPD provided in 2020/2021 was provided for all teaching staff by the Inclusion Lead additional CPD to extend to specific strategies in practice is planned for 2021/2022. These QFT strategies are starting to enhance the learning experience of all pupils but specifically identified groups- to include PP.
- ★ As a result of a whole school book look, we have introduced the QFT strategy of ‘first check ins’ for PP pupils. This will ensure that PP children are not only on task but also understand the learning taking place. Class teachers will provide ‘live feedback’ to PP children in every lesson to ensure that they are making progress towards or within the intended learning. This has resulted in an updated feedback policy.
- ★ Nationally, reading is a focus within education and even more so as a result of school closures due to the COVID pandemic. Our whole school approach to reading has developed into daily whole class reading lessons with a class novel

text also shared each day. The new approach focuses on providing regular and consistently high quality access to texts and exploration of reading skills. The text selection has been planned across the school to provide a wide range of age appropriate cultural capital learning experiences. We know that our PP children are less likely to encounter cultural capital outside of school and so these experiences are of paramount importance in supporting improved attainment but also in the overall development of our PP children.

- ★ The implementation of the WCR approach (from Easter 2021) has already had a positive impact on our PP attainment 2020/2021, our intention is to see this continue into 2021-2022. Our intended impact is to see the percentage of PP children increase across the curriculum by another 10%.

Reading	Spring 2021	Summer 2021
	PP@ARE 42%	PP@ARE 54%
Writing	Spring 2021	Summer 2021
	PP@ARE 34%	PP@ARE 57%
Maths	Spring 2021	Summer 2021
	PP@ARE 45%	PP@ARE 59%

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

- ★ Following the return to school after COVID-19 school closures, the Forest School area of the school site has been enhanced through Urban and Civic by the planting of trees to form a woodland. Throughout 2021/2022, 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.
- ★ A grant from Weldon Parish Council has paid for an outdoor classroom provision to support SEMH.

- ★ CPD has been completed by the Forest School leader to develop an outdoor learning programme. This will allow more children to access the outdoor provision and offer opportunities for key children with SEMH to attend Forest Schools off site.
- ★ As a school we are offering a wider range of residential opportunities locally through bush craft experiences, these will be subsidised/discounted for our PP children.

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. Offering such opportunities will motivate some reluctant learners who are within the PP identified group.
- ★ Focused CPD for staff is planned for 2021/2022 to ensure that planning is adapted effectively without the need to pay for external enrichment opportunities (where possible). This will be led by the Inclusion Lead.
- ★ The new WCR approach focuses on providing regular and consistently high quality access to texts and exploration of reading skills. The text selection has been planned across the school to provide a wide range of age appropriate cultural capital learning experiences. We know that our PP children are less likely to encounter cultural capital outside of school and so these experiences are of paramount importance in supporting improved attainment but also in the overall development of our PP children.

Planned Impact/ Targets Towards Long Term Outcomes 2022-2023- leave blank add into current year

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

4.0 Pupil Outcomes

Identified Pupil Group Progress Scores

		2019 (last year of reported data)	2022	2023
End of KS2	Reading	N/A		
	Writing	N/A		
	Maths	N/A		

Identified Pupil Group Performance Overview											
		2019 (last year of reported data)			2022			2023			
		DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff	
End of KS2	Combined	Expected									
		Greater Depth									
	Reading	Expected									
		Greater Depth									
	Writing	Expected									
		Greater Depth									
	Maths	Expected									
		Greater Depth									

Identified Pupil Group Performance Overview											
			2019 (last year of reported data)			2023			2024		
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
End of KS1	Reading	Expected	86%	79%	+7%						
		Greater Depth	29%	32%	-3%						
	Writing	Expected	71%	74%	-3%						
		Greater Depth	0%	29%	-29%						
	Maths	Expected	71%	74%	-3%						
		Greater Depth	0%	26%	-26%						
	Phonics Year 2										
End of Year 1	Phonics Year 1										
End of EYFS	GLD										

2021 to 2022:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2021 to 2022

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- ★ Weekly staff CPD sessions focusing on quality of education for all.
- ★ Training for Support Staff
- ★ Quality First Teaching in practise CPD with targeted follow up support/mentoring
- ★ Talk Less Teaching
- ★ Subject Leader training (ongoing)

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- ★ Small Phonics groupings
- ★ 1:1 reading with targeted children
- ★ Pre-teach groups for closing gaps in knowledge and/or to stretch more able children (including PP)
- ★ Small group activities
- ★ Whole Class Reading approach embedded throughout school
- ★ High quality live feedback coupled with whole class feedback

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- ★ The Spot (Pastoral and SEMH Provision)
- ★ Restorative justice
- ★ Forest school & weekly outdoor learning
- ★ Subsidised educational visits to support cultural capital
- ★ Pastoral support for families experiencing difficulties
- ★ EHA

6.0 Strategy Approaches for disadvantaged pupils 2021 to 2022

6.1 Research – led evidence and rationale for approaches

Approach A

Quality First Teaching & Talk Less Teaching

- ★ Department for Children, Schools and Families (DCSF), corp creator. (2008) *Personalised learning : a practical guide*
- ★ Claire Sealy, Third Space Learning; Learning and memory in the classroom: what teachers should know 6th November 2020, viewed 19/06/2021 <<https://thirdspacelearning.com/blog/science-memory-forgetting-beat-summer-brain-drain-primary-school/> >
- ★ Education Endowment Foundation, Practical Tools; Metacognition and self-regulated learning, 27 April 2018, viewed 22/08/-2021 <<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1>>
- ★ Sobel, D (2018) *Narrowing the attainment gap: A handbook for schools*. London: Bloomsbury Education
- ★ Rowland, M (2015) *An updated practical guide to Pupil Premium*, London: John Catt Education Ltd

Approach B

Early reading, phonics and Whole Class Reading

- ★ Quigley, A (2018). *Closing the vocabulary gap*. 1st Ed. London: Routledge

- ★ Education Endowment Foundation, Teaching and Learning Toolkit 10th October 2018, Collaborative Learning, Social and Emotional Learning, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>
- ★ Education Endowment Foundation , Peer tutoring Teaching and Learning Toolkit, 13th November 2018, viewed 18/07/2021<<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=140&t=Teaching%20and%20Learning%20Toolkit&e=140&s=>>>
- ★ Department for Education, The reading framework Teaching the foundations of literacy, July 2021, viewed 31 July 2021 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf>

Live Feedback coupled with whole class feedback

- ★ Oxford University, Department for education and Education Endowment Foundation, A marked improvement? A review of the evidence on written marking, April 2016, viewed 03/06/2021 <https://www.teachertoolkit.co.uk/wp-content/uploads/2016/10/EEF_Marking_Review_April_2016.pdf>
- ★ Myatt, M (2020) Back on track: Fewer things, greater depth. London: John Catt Educational Ltd
- ★ Department for Education, Eliminating unnecessary workload around marking: Report of the Independent Teacher Workload Review Group, March 2016, viewed 15/04/2020 <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf>

Approach C

Educational visits, residential and outdoor learning

- Education Endowment Foundation, Evidence Summaries: Outdoor Adventure Learning, viewed 27/08/2021 <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/?utm_source=site&utm_medium=search>
- Education Endowment Foundation, Outdoor Adventure Learning Toolkit 30th August 2018, viewed 17/08/2021 <<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=157&t=Teaching%20and%20Learning%20Toolkit&e=157&s=>>>

- Education Endowment Foundation, Teaching and Learning Toolkit 10th October 2018, viewed 27/08/2021 <<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf>>

6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
External and internal CPD -Quality First Teaching -Curriculum Teaching and Learning -TA CPD	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Quality First Teaching, curriculum and teaching and learning CPD sessions	<ul style="list-style-type: none"> - Weekly CPD sessions for staff - Evidence of new strategies/expectations following CPD recorded in book 	

	Staff knowledge to address barriers		scrutiny and/or learning walks.	
CPD linked with ongoing subscriptions to enhance teaching and learning Subscriptions include; Third Space Jane Considine -Parental Support	Lower attainment than their peers and therefore low starting points with rapid progress targeted. Staff understanding of online resources.	Use of Jane Considine approach and planning to enhance writing Use of Third Space arithmetic and wider maths resources to improve maths attainment. Use of Spelling Shed to support home learning of spellings. Access to Literacy Shed to enhance in class resources.	-Book scrutiny and learning walks will evidence Jane Considine approach - Writing attainment will improve - Maths attainment will improve	
Cornerstones (Subscription- partial payment) Used to plan an enriched curriculum and support accurate attainment assessment.	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Quality topic taught across the curriculum Accurate formal summative assessment formed across the school.	Subject Leaders to observe on learning walks and within book scrutiny Assessment lead reviews during pupil progress meetings.	

			SLT to analyse data and trends evident.	
Whole Class Reading in house CPD delivered. Wide range of texts available and utilised.	Lower attainment than their peers and therefore low starting points with rapid progress targeted. Cultural Capital opportunities.	Daily WCR lessons for all pupils Access to quality texts to enjoy and learn	Increased reading at home. Wider range of texts explored.	
Projected spending	Total: £11,275			

Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Subscriptions to enhance pupil experience and provide specific support. Subscriptions include -Times Table Rock Stars -Numbots	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Spelling/TTR/Numbots online resource utilised as home learning opportunity Online engagement through competition	- Pupils will engage at home and at school- tracked by subject leads using online tools	

-Spelling		in school and at home to improve maths and spelling attainment.	- Attainment for arithmetic in maths and spelling will improve	
Pastoral Support TA Will run 'The Spot' providing targeted support for children and families (25%)	Wellbeing Mind-set Relationship with learning, peers and school adults.	Pastoral support across all areas of child development and learning.	- PP pupils access pastoral support available	
Small group working, small phonics groups 1TA x2PM sessions (Equivalent) 1TA x2PM sessions (Equivalent)	Lower attainment than their peers and therefore low starting points with rapid progress targeted. Small group interventions to support attainment across the curriculum as directed by teachers providing QFT	Daily phonics in smaller groups for higher quality input and personalised support.	Early reading outcomes and phonics screening	

Core subject additional funding; maths, English and science	Lower attainment than their peers and therefore low starting points with rapid progress targeted.	Enhanced learning environments and resources to engage.	Improved outcomes for PP children	
Projected spending	Total: £10,142.36			

Approach C - Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Criteria/ Measure	Challenge to implementation and Mitigation action
Picture News 50% subscription	Access and understanding of the wider world. Gaps in cultural awareness (cultural capital)	<ul style="list-style-type: none"> - Weekly Picture news session - Pupils talking point accessed independently throughout the week 	<ul style="list-style-type: none"> - Displayed in classroom with pupil participation evident - Pupil voice would evidence 	
Bush craft Y3-5 residential and Y6 Isle of Wight	Income barriers to wider school / external opportunities.	-Outdoor learning opportunities	- uptake support by subsidising	

residential opportunities subsidised Out of the Enrichment allocation				
Upkeep and extension of the onsite outdoor learning environment Out of the Enrichment allocation TA to lead and run outdoor learning for the whole school (25%)	Cultural capital and life experiences outside/ in the outdoors	Weekly lessons for all pupils	<ul style="list-style-type: none"> - Pupils access weekly sessions evidenced via floor books - Pupil Voice 	
Inclusion lead as dedicated PP Lead (25%)	PP being a focus identified group.	PP Strategy PP focus & drive in quality first teaching. Tracking of PP funding	<ul style="list-style-type: none"> - Improved outcomes for PP children 	
Individual Class Budgets	Low attainment	Enhanced learning environments and resources to engage.	<ul style="list-style-type: none"> - Improved outcomes for PP children 	
Projected spending				

2021 to 2022 Total Projected spend:	£48, 264
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7.0 Recovery Premium Funding 2021/22

Allocation	Strategy	Activity or Action	Intent/Outcome aim	Staffing
£2025	School Led Tutoring Subsidy Top up to government funding of 75%	Y2 and Y6 Pupil Premium Children 1 Hour per week for 15 weeks	School Led Tutoring Initiative targeting supporting PP children post COVID to close the gap	5 Qualified teachers and 1 Experienced HLTA fulfilling tutoring hours. One hour per week after school for 15 weeks and an extension of this for Y1 and Y4 children due to in school timings.
£3340	School Led Tutoring Funding the offer for Y1 and Y4	Y1 and Y4 Pupil Premium Children Half an hour per week for 30 weeks.	To extend the School Led Tutoring Initiative targeting supporting PP children post COVID to close the gap	
£370	Wellbeing Books for 'The Spot' Resources to support wellbeing post COVID.	Provide a safe and positive space to access the books	Positive wellbeing space to enhance learning experience	Funding for staff not allocated but staff member responsible is Pastoral TA

Recovery Premium Total Spend: £5735

8.0 Review of 2021 to 2022 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2022 to 2024?