



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 personal-ised 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	394	394	396
Number and Proportion of disadvantaged pupils	47 (12%)	42(11%)	34(9%)
Total Pupil premium allocation (£)	£53,865	£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	Mr. Ben Lynch	Mr. Ben Lynch
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

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 	New staff starting and missing previous weekly targeted CPD. -New starter packs created by subject leads to ensure key

	Staff knowledge to address barriers		scrutiny and/or learning walks.	research, lesson design and strategies (QFT) shared.
<p>CPD linked with ongoing subscriptions to enhance teaching and learning</p> <p>Subscriptions include;</p> <p>Avantis VR Headsets</p> <p>Jane Considine</p> <p>Kapow (Wider Curriculum)</p> <p>Phonics (Little Wandl)</p> <p>Parental Support with learning at home;</p> <p>Edshed</p> <p>Numbots/TTR</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Phonics being the basis to early reading-prevalent gaps can hinder progression through primary early reading.</p> <p>Staff making effective use of online tools to enhance learning (CPD addressed)</p> <p>Parental/home supplementing learning effectively</p>	<p>Use of Jane Considine approach and planning to enhance writing</p> <p>Use of Spelling Shed to support home learning of spellings.</p> <p>Access to Literacy Shed to enhance in class resources.</p>	<p>-Book scrutiny and learning walks will evidence Jane Considine approach</p> <ul style="list-style-type: none"> - Writing attainment will improve as spelling gaps are addressed and engaging content utilised for writing - Maths attainment will improve as key skills gaps are addressed <p>Star of the week assembly incentivises engagement in Numbots/TTRS and Spelling shed with certificates awarded weekly.</p>	<p>Access for pupils to online resources when at home depends on access to devices.</p> <ul style="list-style-type: none"> -Class Teacher to ensure access is provided at school for pupils as required -Class Teachers to monitor access and engagement

<p>Cornerstones (Subscription- partial payment) Used to plan an enriched curriculum and support accurate attainment assessment.</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Cultural Capital and understanding of the wider world is addressed through a broad and engaging curriculum.</p>	<p>Quality topic taught across the curriculum</p> <p>Accurate formal summative assessment formed across the school.</p>	<p>Subject Leaders to observe on learning walks and within book scrutiny</p> <p>Assessment lead reviews during pupil progress meetings.</p> <p>SLT to analyse data and trends evident.</p>	
<p>Whole Class Reading in house CPD delivered. Wide range of texts available and utilised.</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Cultural Capital opportunities.</p>	<p>Daily WCR lessons for all pupils</p> <p>Access to quality texts to enjoy and learn</p>	<p>Increased reading at home.</p> <p>Wider range of texts explored.</p>	
<p>Projected spending</p>	<p>Total: £6672.7</p>			

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
<p>Subscriptions to enhance pupil experience and provide specific support. Subscriptions include</p> <ul style="list-style-type: none"> -Times Table Rock Stars (50%- App.A) -Numbots (50%- Approach A) -Spelling Shed (50%- Approach A) -Twinkl (25%) -Purple Mash (50%) 	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Core subject specific support i.e. maths key skills, spelling.</p> <p>Engagement through enhanced resources across the curriculum.</p>	<p>Spelling/TTR/Numbots online resource utilised as home learning opportunity</p> <p>Spelling/TTR/Numbots online resource utilised to supplement and support targeted children in school</p> <p>Online engagement through competition in school and at home to improve maths and spelling attainment.</p>	<ul style="list-style-type: none"> - Pupils will engage at home and at school- tracked by subject leads and /or class teachers using online tools - Attainment for arithmetic in maths and spelling will improve 	<p>Access for pupils to online resources when at home depends on access to devices.</p> <ul style="list-style-type: none"> -Class Teacher to ensure access is provided at school for pupils as required -Class Teachers to monitor access and engagement
<p>Pastoral Support Lead Will run 'The Spot' providing targeted support</p>	<p>Wellbeing Mind-set</p>	<p>Pastoral support across all areas of child development and learning.</p>	<ul style="list-style-type: none"> - PP pupils access pastoral support available 	

for children and families (25%)	Relationship with learning, peers and school adults.			
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	
Reading TA (25%) Keep up and catch up group workings- phonics focus	Phonics being the basis to early reading- prevalent gaps can hinder progression through primary early reading.	Class Teachers assess and identify gaps, children attend small group with reading TA to quickly keep up and/or catch up	PP groups phonics pass rate will be high working towards being in line with national data	
Reading Incentive launched with prizes	Reading incentivised to increase engagement and	Weekly charts updated and rewards given for reaching reading milestones	Increase reading at home and general engagement with	

	broaden reading opportunities		frequency of reading	
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	
Year group recommended texts reading challenge texts, a reading tree in each year group and additional texts to supplement free/choice reading in the library,	Access to a wide range of classic and modern age related and recommended texts. Reading engagement.	Each year group will have access to 50 recommended read texts. Each child will have a challenge card to track their progress. A wider range of age appropriate free choice library texts will be available to supplement reading.	-More regular reading at home recorded in planners -Improved engagement with reading and discussing texts -Children completing the challenge proving access to the wider text range	The number of texts initially available within a two-form entry setting. Once the initial reaction/access has been assessed we can invest in a set of challenge books per class next academic year (September 2022).
Core Subject Area budget £500 per subject	Exposure to professionals within core subject areas to enhance learning. Additional resources	Subject leads will use the budgets to enhance their subject area offering	-chdn access and engage in visits from professionals within core subject areas	

	to provide access to learning		-engagement increased impacting on outcomes for pupils	
Wider reading resources including phonic decodable books and extending reading books to take home offer across all levels	Children need a range of engaging and stimulating texts to enjoy and take home whether reading phonic decodable books or higher level reading books.	<ul style="list-style-type: none"> - Library will house full range of phonic decodable books. - Reading areas in phase areas of the school will house age related reading books for pupils to take home. 	<ul style="list-style-type: none"> -Increased record of reading engagement at home for pupils -Progress within reading VIPERS skills 	
Projected spending	Total: 24321			

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
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<p>Picture News 50% subscription</p>	<p>Access and understanding of the wider world.</p> <p>Gaps in cultural awareness (cultural capital)</p>	<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 	
<p>Bush craft Y3-5 residential and Y6 Isle of Wight residential opportunities subsidised Out of the Enrichment allocation</p>	<p>Income barriers to wider school / external opportunities.</p>	<p>-Outdoor learning opportunities</p>	<p>- uptake support by subsidising</p>	
<p>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%)</p>	<p>Cultural capital and life experiences outside/ in the outdoors</p>	<p>Weekly lessons for all pupils</p>	<ul style="list-style-type: none"> - Pupils access weekly sessions evidenced via floor books - Pupil Voice 	
<p>Inclusion lead as dedicated PP Lead (25%)</p>	<p>PP being a focus identified group.</p>	<p>PP Strategy PP focus & drive in quality first teaching. Tracking of PP funding</p>	<ul style="list-style-type: none"> - Improved outcomes for PP children 	

Individual Class Budgets	Low attainment	Enhanced learning environments and resources to engage.	- Improved outcomes for PP children	
Projected spending	£22881.38			

2021 to 2022 Total Projected spend:	£53872.82
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7.0 Review of 2021 to 2022 aims and outcomes

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