



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 both academically and holistically. We value the importance of understanding the potential 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. We believe all barriers should be broken down so that all children have equal and fair access to a high quality education and learning opportunities.

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	459
Number and Proportion of disadvantaged pupils	47 (12%)	52(13%)	41(9%)
Total Pupil premium allocation (£)	£53,865	£60,900	£65,859
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 > April 2023 Mrs Tess McQuade	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: <ul style="list-style-type: none"> Narrowing the attainment gap for PP pupils Cultural Capital for all inclusive of PP pupils 	End of three Year outcomes: <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. 	Link(s) to SDP: 3a, 3b
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- Provide high quality enrichment and cultural capital activities to support PP children's well-being.

1a, 1b

2a, 2b

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	Autumn 2021	Spring 2022	Summer 2022
	PP@ARE 42%	PP@ARE 54%	PP@ARE 45.1 % Non-PP@ARE 45.7 %	PP@ARE 63.5% Non-PP@ARE 71.1%	PP@ARE 72.5% Non-PP@ARE 73.3%
Writing	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022

	PP@ARE 34%	PP@ARE 57%	PP@ARE 29.4% Non-PP@ARE 39.9%	PP@ARE 51% Non-PP@ARE 61.6%	PP@ARE 56% Non-PP@ARE 65.5%
Maths	Spring 2021 PP@ARE 45%	Summer 2021 PP@ARE 59%	Autumn 2021 PP@ARE 35.3% Non-PP@ARE 50.7%	Spring 2022 PP@ARE 55.8% Non-PP@ARE 72.5%	Summer 2022 PP@ARE 66% Non-PP@ARE 74.6%

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.
- ★ From Spring term 2022 outdoor learning is offered to all pupils as part of the weekly PPA timetable.
- ★ As a school we are offering a wider range of residential opportunities locally through Bushcraft 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.

- ★ All KS2 residential opportunities subsidised for PP children attending.
- ★ After school clubs costs paid for specific PP children.
- ★ Subsidy available to PP children on all trips throughout the school year

Planned Impact/ Targets Towards Long Term Outcomes 2022-2023

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

- ★ **Reading:** Build upon the current whole school approach of Whole Class Reading, ensuring all children are exposed to current, high quality reading materials and that adaptive teaching for all pupil groups inclusive of pupil premium children is not only evident but utilised effectively with positive impact on pupil outcomes.
- ★ **Maths:** Continue building momentum within the promotion of whole school numeracy through use of Numbots and TTRS so that there is high engagement with all children (including inclusion category children). Cultural capital opportunities will be built into this to ensure children can apply fluently their arithmetic skills (e.g. attend inter-school competitions and national events).
- ★ **Writing:** A continued focus on closing the attainment gap between Pupil Premium children and their peers. Additional enrichment and academic support to be offered to all Pupil Premium children to allow for practical opportunities to apply writing skills (Writing Club).
- ★ **Wider curriculum:** A whole school focus on enhancing enriching experiences throughout the wider curriculum will continue so that there are planned and high-quality experiences, such as visitors coming into school and educational visits in all subject areas. This will be further pushed through whole school events, such as STEAM week, Black History month and LGBT+ History month.

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

- ★ Expand the current Forest School offer to incorporate a wider range of children following the purchase of a school minibus. Children will be selected and grouped according to specific SEMH and social needs in order for sessions to be tailored.
- ★ Continue to offer residential trip experiences to those children in Year 4 and above so that enriched learning opportunities can be accessed by any Pupil Premium child wishing to participate. A discount will be applied for all eligible children and case-by-case assistance will be offered.
- ★ Educational visits and experiences will be expanded further so that all children from reception to Year 6

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

- ★ Continue to develop further the range of high-quality reading texts used within the school-wide whole class reading approach to teaching reading.
- ★ To expand and develop the school's range of reading books so that children are able to access a diverse and high-quality range of contemporary and classic fiction texts, non-fiction resources and poetry.
- ★ Ensure that all learning environments have a vocab rich focus to develop children's understanding through carefully planned sequences of learning that are progressive from year to year.
- ★ The introduction of the Priors Hall Path for all children from reception to Year 6 will have a focus on children having enriching cultural capital activities to ensure that they are ready for the next step of their development. This will be introduced in September 2022.

Planned Impact/ Targets Towards Long Term Outcomes 2023-2024

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

- ★ **Reading:** Maintain the current whole school approach of Whole Class Reading, ensuring all children are exposed to current, high quality reading materials. Reading skills practice across the curriculum will continue to be a focus in teachers' planning.
- ★ **Maths:** Continue the drive to promote the whole school approach of Numbots and TTRS so that there is high engagement with all children (including inclusion category children). Cultural capital opportunities will be built into this to ensure children can apply fluently their arithmetic skills (e.g. attend inter-school competitions and national events).
- ★ **Writing:** Maintain the focus on closing the attainment gap between Pupil Premium children and their peers. Build on increasing the additional enrichment and academic support offered to all Pupil Premium children to allow for practical opportunities to apply writing skills (Writing Club).
- ★ **Wider curriculum:** Maintain the whole school focus on enhancing enriching experiences throughout the wider curriculum will continue so that there are planned and high-quality experiences, such as visitors coming into school and educational visits in all subject areas. This will be further pushed through whole school events, such as STEAM week, Black History month and LGBT+ History month.

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

- ★ Maintain the expanded Forest School offering incorporating a wide range of children following the purchase of a school minibus. Children will continue be selected and grouped according to specific SEMH and social needs in order for sessions to be tailored.
- ★ Continue to offer residential trip experiences to those children in Year 4, 5 and 6 so that enriched learning opportunities can be accessed by any Pupil Premium child wishing to participate. A discount will be applied for all eligible children and case-by-case assistance will be offered.
- ★ Educational visits and experiences will be expanded further so that all children from reception to Year 6 following the appointment of a whole school enrichment lead responsible for seeking out and organising such opportunities as well as support other staff members in doing the same as appropriate.

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

- ★ Continue to develop further the range of high-quality, diversity rich, reading texts used within the school-wide whole class reading approach to teaching reading.
- ★ Continue to expand and develop the school's range of reading books so that children are able to access a diverse and high-quality range of contemporary and classic fiction texts, non-fiction resources and poetry.
- ★ Ensure that all learning environments have a vocab rich focus to develop children's understanding through carefully planned sequences of learning that are progressive from year to year.
- ★ Embed the Priors Hall Path for all children from reception to Year 6 will have a focus on children having enriching cultural capital activities to ensure that they are ready for the next step of their development.

4.0 Pupil Outcomes

Identified Pupil Group Progress Scores				
		2019 (last year of reported data)	2022	2023
End of KS2	Reading	N/A	68%	71%

	Writing		N/A			62%			72%		
	Maths		N/A			62%			72%		
Identified Pupil Group Performance Overview											
			2019 (last year of reported data)			2022			2023		
End of KS2			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
	Combined	Expected				20%	40%	-20%	36%	57%	-19%
		Greater Depth				10%	20%	-10%	0%	2%	-2%
	Reading	Expected				50%	60%	-10%	55%	43%	+12%
		Greater Depth				10%	22%	-12%	18%	28%	-10%
	Writing	Expected				40%	65.3%	-25.3%	55%	76%	-21%
		Greater Depth				12.5%	6.12%	+6.38	0%	2%	-2%
	Maths	Expected				30%	57%	-27%	45%	50%	-5%
		Greater Depth				10%	10%	0%	9%	28%	-21%

Identified Pupil Group Performance Overview											
			2019 (last year of reported data)			2022			2023		
End of KSI			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
	Reading	Expected	86%	79%	+7%	78%	64%	+14%	40%		
		Greater Depth	29%	32%	-3%	0	10%	-10%	0%		
	Writing	Expected	71%	74%	-3%	67%	56%	+11%	20%		
		Greater Depth	0%	29%	-29%	0	2%	-2%	0%		
	Maths	Expected	71%	74%	-3%	78%	70%	+8%	40%		
		Greater Depth	0%	26%	-26%	0	8%	-8%	0%		
	Phonics Year 2					86%	94%	-8%	100%		
End of Year 1	Phonics Year 1					40% (2/5)	83.3% (35/42)	-43.3%	100%		
End of EYFS	GLD					66%	73%	-7%	33%		

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
<p>External and internal CPD</p> <ul style="list-style-type: none"> -Quality First Teaching -Curriculum Teaching and Learning -TA CPD 	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Staff knowledge to address barriers</p>	<p>Quality First Teaching, curriculum and teaching and learning CPD sessions</p>	<ul style="list-style-type: none"> - Weekly CPD sessions for staff - Evidence of new strategies/expectations following CPD recorded in book scrutiny and/or learning walks. 	<p>New staff starting and missing previous weekly targeted CPD.</p> <ul style="list-style-type: none"> -New starter packs created by subject leads to ensure key 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>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>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>	<ul style="list-style-type: none"> -Book scrutiny and learning walks will evidence Jane Considine approach - Writing attainment will improve as spelling gaps are addressed and engaging content utilised for writing 	<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

Numbots/TTR	<p>Staff making effective use of online tools to enhance learning (CPD addressed)</p> <p>Parental/home supplementing learning effectively</p>		<p>- Maths attainment will improve as key skills gaps are addressed</p> <p>Star of the week assembly incentivises engagement in Numbots/TTRS and Spelling shed with certificates awarded weekly.</p>	
<p>Cornerstones (Subscription- partial payment)</p> <p>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.</p> <p>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>	
Projected spending	Total: £6672.7			

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.</p> <p>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</p> <p>Will run 'The Spot' providing targeted support for children and families (25%)</p>	<p>Wellbeing</p> <p>Mind-set</p> <p>Relationship with learning, peers and school adults.</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 	
<p>Small group working, small phonics groups</p>	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p>	<p>Daily phonics in smaller groups for higher quality input and personalised support.</p>	<p>Early reading outcomes and phonics screening</p>	

ITA x2PM sessions (Equivalent) ITA x2PM sessions (Equivalent)	Small group interventions to support attainment across the curriculum as directed by teachers providing QFT			
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 broaden reading opportunities	Weekly charts updated and rewards given for reaching reading milestones	Increase reading at home and general engagement with 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 to provide access to learning	Subject leads will use the budgets to enhance their subject area offering	-chdn access and engage in visits from professionals within core subject areas -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. 	-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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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 residential opportunities subsidised Out of the Enrichment allocation	Income barriers to wider school / external opportunities.	-Outdoor learning opportunities	- uptake support by subsidising	
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	- 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 2023?
<ul style="list-style-type: none"> Narrowing the attainment gap for PP pupils 	<p>Reading focus has narrowed the attainment gap, there is still a small gap to address and so the WCR approach that is now embedded needs to continue and possible be enhanced through cpd/staff coaching. KSI data highlights a lack of GD across the board which we expected post COVID. Next steps to include how we ensure that PP children are given every opportunity to achieve GD.</p> <p>Whole school data shows a gap between PP and non-PP children's attainment in maths and writing. It is larger within maths and so our next strategy needs to reflect a focus on how to best impact our PP children and their maths attainment.</p>	<p>-Keep WCR and reading approaches running using the resources sourced 2021/22 budgets with a focus on GD reading.</p> <p>-Maths focus for 2022/23. Using already bought/bought into resources such as TTRS/Numbots. Launch days, specific/clear home work expectations for accessing and using- alternatives for PP children who may need it. Lunch time clubs, after school clubs- invitation only (PP predominantly based on needs). Enrichment funding being available to support children attending events linked to TTRS, problem solving/reasoning in application. Approach to post COVID curriculum- getting number nailed before moving on.</p> <p>-Writing focus- specific writing project for writing engagement for PP children. Activities or projects to be long term focused and include things such as author workshops or publishing a Priors Hall story book. CT and subject lead to pinpoint gaps and utilise support Year</p>

		<p>group staff effectively for intervention (x2 TA afternoons supported by PP budget)</p> <p>- Reporting on PP data in each pupil progress meeting with school assessment lead to raise the profile of PP performance.</p>
<ul style="list-style-type: none"> Cultural Capital for all inclusive of PP pupils 	<p>Approach to reading- Whole Class Reading, staff feedback alongside formative and summative assessment all evidence that pupils are accessing a wide and varied text library. The taught elements also further pupils' cultural capital as they explore the world around them through texts.</p> <p>Vocabulary has started to improve across the school and forms a clear part of our English, maths and wider curriculum teaching. This has been implemented particularly within the introduction of vocabulary focus within wider curriculum lessons, Grammar ninja and utilising the trust approach to word of the week etc. Further embedding and enhancing/raising the profile of vocabulary teaching and learning of vocabulary will extend our cultural capital offering by giving our children further tools to question, discuss and engage with the world around them.</p>	<p>-Keep WCR and reading approaches running using the resources sourced 2021/22 budgets. Ongoing CPD for new starting staff and existing to maintain momentum of high-quality reading teaching providing cultural capital.</p> <p>-Out of the classroom experiences to be a priority now that we are able to get out into the world! Use of our outdoor learning facilities to be a priority in supporting wider learning about our local environment.</p> <p>-Vocabulary cpd, enhancement of strategies in place for consistent use in extending pupils vocabulary.</p>

2022 - 2023

8.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2022 to 2023

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

- ★ Weekly staff CPD sessions focusing on Rosenshine's Principles and the practical application of these into sequences of learning.
- ★ Training for Support Staff
- ★ Quality First Teaching in practise CPD with targeted follow up support/mentoring
- ★ Peer studies to encourage positive collaboration between staff and the dissemination of good practice.
- ★ Subject Leader training (ongoing)
- ★ ECT in-house programme of CPD on a three-week rolling cycle of training, observing and coaching
- ★ New starting more experienced staff- new starter pack with policies, research and strategies that feed the school approaches and ethos

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

- ★ Small Phonics groupings
- ★ 1:1 reading with targeted children
- ★ Reading TA working within KS1 to complete keep up and catch up phonics sessions as well as support ensuring children all have the correct phonic decodable reading books to take home as part of their phonics learning
- ★ 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)
- ★ The 'Mini-Spot' sensory room to support regulation (KSI corridor) and the 'Spotlight' quiet working space (KS2 corridor)
- ★ Mental Health CPD for staff and children
- ★ Forest school & weekly outdoor learning taking place as part of the PPA taught sessions timetable
- ★ Subsidised educational visits to support cultural capital
- ★ Dedicated Pastoral Support Lead providing support for pupils and further pastoral support for families experiencing difficulties

9.0 Strategy Approaches for disadvantaged pupils 2022-23

9.1 Research-led evidence and rationale for approaches

Approach A

Quality First Teaching, Rosenshine's Principles of Instruction and Cognitive Science

- ★ 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
- ★ Allen, R et al (2021) *The next big thing in school improvement*
- ★ Atwal, K (2019) *The Thinking School: Developing a dynamic learning community*
- ★ Myatt, M (2022) *Primary Huh: Curriculum conversations with subject leaders in primary schools*

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>>

9.2 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
<p>External and internal CPD</p> <ul style="list-style-type: none"> -Quality First Teaching -Curriculum Teaching and Learning -TA CPD 	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Staff knowledge to address barriers</p>	<p>Quality First Teaching, curriculum and teaching and learning CPD sessions</p>	<p>Weekly CPD sessions for staff</p> <p>Evidence of new strategies/expectations following CPD recorded in book scrutiny and/or learning walks.</p>	<p>New staff starting and missing previous weekly targeted CPD.</p> <p>New starter packs created by subject leads to ensure key research, lesson design and strategies (QFT) shared.</p>
<p>CPD linked with ongoing subscriptions to enhance teaching and learning</p> <p>Subscriptions include;</p> <ul style="list-style-type: none"> Avantis VR Headsets Jane Considine Kapow (Wider Curriculum) Phonics (Little Wandl) 	<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>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> <p>Writing attainment will improve as spelling gaps are addressed and engaging content utilised for writing</p>	<p>Access for pupils to online resources when at home depends on access to devices.</p> <p>Class Teacher to ensure access is provided at school for pupils as required</p>

<p>Parental Support with learning at home; Edshed Numbots/TTR</p>	<p>Staff making effective use of online tools to enhance learning (CPD addressed)</p> <p>Parental/home supplementing learning effectively</p>		<p>Maths attainment will improve as key skills gaps are addressed</p> <p>Star of the week assembly incentivises engagement in Numbots/TTRS and Spelling shed with certificates awarded weekly.</p>	<p>Class Teachers to monitor access and engagement</p>
<p>Cornerstones (Subscription- partial payment), Kapow, Numbots/TTRS, Edshed – all 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>Teachers to be guided by Deputy Headteacher on effective strategies to use and enhance Cornerstones resources to ensure children have access to high-quality and diverse resources across the curriculum.</p>
<p>Whole Class Reading in house CPD delivered.</p> <p>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>Understanding of the WCR ethos of teaching reading.</p> <p>Reading Lead to continue to promote the WCR philosophy with all stakeholders to ensure the scheme and</p>

				method is optimised at school and at home.
Projected spending	£7822.94			

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.</p> <p>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%) -Vocabulary Ninja 	<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>	<p>Pupils will engage at home and at school- tracked by subject leads and /or class teachers using online tools</p> <p>Attainment for arithmetic in maths and spelling will improve</p>	<p>Access for pupils to online resources when at home depends on access to devices.</p> <p>Class Teacher to ensure access is provided at school for pupils as required</p> <p>Class Teachers to monitor access and engagement</p>

Pastoral Lead 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	Dedicated time to be given to Pastoral Lead for specific small group/1:1 interventions.
Small group working, small phonics groups ITA x2 PM sessions (Equivalent) ITA x2 PM 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	Small steps and overall progress of individual children should be closely monitored. Phonics Lead and Reading Lead to monitor the impact of these sessions and work collaboratively with support staff to optimise sessions.
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	Small steps and overall progress of individual children should be closely monitored. Phonics Lead and Reading Lead to monitor the impact of these sessions and work collaboratively with support staff to optimise sessions.

Reading incentive launched with prizes	Reading incentivised to increase engagement and broaden reading opportunities	Weekly charts updated and rewards given for reaching reading milestones	Increase reading at home and general engagement with frequency of reading	<p>Incentive is unsuccessful and desired outcome not reached.</p> <p>Reading Lead to assess impact of this approach and adapt if necessary.</p>
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	Maths, science, English subject leaders to monitor the impact of this funding alongside the Core Teaching and Learning Lead.
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.	<p>Each year group will have access to 50 recommended read texts. Each child will have a challenge card to track their progress.</p> <p>A wider range of age appropriate free choice library texts will be available to supplement reading.</p>	<p>More regular reading at home recorded in planners</p> <p>Improved engagement with reading and discussing texts</p> <p>Children completing the challenge proving access to the wider text range</p>	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 to provide access to learning	Subject leads will use the budgets to enhance their subject area offering	chdn access and engage in visits from professionals within core subject areas	Maths, science, English subject leaders to monitor the impact of this funding

			engagement increased impacting on outcomes for pupils	alongside the Core Teaching and Learning Lead.
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.	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.	Increased record of reading engagement at home for pupils Progress within reading VIPERS skills	
Recovery Premium to be used support the pastoral and academic interventions provided to identified groups of children.	Children identified to need pastoral support to have access to ELSA support to enable their academic and pastoral success Year 1 and Year 2 children to have tutoring in order to support progress and fluency in reading.	ELSA interventions Parenting support training Fun with phonics clubs Extra reading tutoring	Additional in house tutoring sessions offered by qualified members of staff. Attainment gap in identified year groups narrowed due to the impact of these sessions. Pastoral and social, emotional and mental health support for children.	Headteacher and Deputy Headteacher monitor tutoring sessions closely. Baseline data obtained to show progress made following these sessions and for pastoral sessions and regular quality assurance put in place to meet specific gaps.
Little Wandle phonetically decodable books to further add to capacity to deliver the scheme.	Children need regular and high-quality exposure to reading materials that match their phonic ability.	Purchasing of additional resources to ensure that more capacity for phonics reading sessions is available to children.	More decodable resource purchased. Additional reading sessions timetabled.	Timetabling of additional reading sessions which are quality assured by the Phonics Lead.

Projected spending	£30650.59 (Pupil Premium) and (£6525 Recovery Premium) – Total spending 37,175.59
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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 subscription (50%) Calm Start breakfast/lunch club	Access and understanding of the wider world. Gaps in cultural awareness (cultural capital) Reluctance to attend school	Weekly Picture News session Pupils talking point accessed independently throughout the week Calm Start breakfast club ran by Pastoral Lead	Displayed in classroom with pupil participation evident Pupil voice would evidence Identified children with low attendance to attend Calm Start	Pastoral Lead to track, monitor and evaluate the impact of Calm Starts on attendance, SEMH and personal development of children attending.
Y4/5 Everdon residential and Y6 Isle of Wight residential opportunities subsidised out of the enrichment allocation	Income barriers to wider school / external opportunities.	Outdoor learning opportunities	Uptake support by subsidising	Measuring the impact of residential on the personal development and SEMH of PP children who participate. SLT member responsible for personal development to track and monitor the impact.

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	Pupils access weekly sessions evidenced via floor books Pupil Voice	Area not used to maximum. Forest School Lead to ensure timetabled activities are carried out all year around maximising the use of this area. The area is to continue to be developed to enhance opportunities for the identified children within the school community.
Deputy Headteacher as dedicated PP Lead (15%) > 17 th April 2023	PP being a focus identified group.	PP Strategy PP focus & drive in quality first teaching. Tracking of PP funding	Improved outcomes for PP children	
From 17 th April 2023 Headteacher and external SLE support	PP being a focus identified group.	PP Strategy PP focus & drive in quality first teaching. Tracking of PP funding	Improved outcomes for PP children	
Individual Class Budgets	Low attainment Resourcing	Enhanced learning environments and resources to engage.	Improved outcomes for PP children	Phase Leaders to monitor the effective use and impact of additional

				funding on outcomes for PP children.
Projected spending	£22432.96			

2022 to 2023 Pupil Premium:	£60906.49			
2022 to 2023 Recovery Premium:	£6525			
2022 to 2023 Total Projected spend:	£67,431.49			

10.0 Review of 2022 to 2023 aims		
Priority/Approach	Impact/ Outcome Achieved	How is this informing 2023 to 2024?
Narrowing the attainment gap (approach A & B)	Weekly staff CPD has enabled teachers to have a framework to work within. We have incorporated Rosenshine's principles into 'The Priors Hall pedagogy.' From this, expectations are clear and teaching has improved. Our teaching profile has improved and is consistent across the school. Where weaknesses are identified, teachers are supported with individualised support and feedback meaning that outcomes of children are not affected.	<ul style="list-style-type: none"> ★ Peer studies to continue throughout 23/24 with a focus on teachers demonstrating expertise to peers based on gaps from PAM analysis so that the CPD is relevant and well-informed ★ The learning partnership subscription will be renewed for 23/24 and will continue to provide subject leader networks and research-informed CPD ★ The Great Teaching Toolkit informs our 'Priors Hall Pedagogy' document and the framework of expectations. CPD from The Great Teaching

Our ECTs have participated in our in-house programme of CPD throughout the year and as a result have settled into providing teaching and learning experiences for our pupils that align to our Priors Hall teaching approaches and principles. This has embedded knowledge learned from their Teach First modules. Subject leader training has been provided throughout the year and subject monitoring has shown that the quality of education in wider curriculum subjects is good and the core curriculum continues to provide a consistently good education and outcomes. Induction packs, including handbooks, have been created by core subject leaders to support all staff to follow our school expectations.

Small phonics groupings have continued throughout the year which has meant that outcomes have remained high and children have made excellent progress from their starting points. We have invested in a reading TA for KS1 and KS2 to ensure that the lowest 20% of readers are read with regularly. The reading lead has provided CPD to these TAs. Phonics has been prioritised in the early years and Year 1, with a highly trained HLTA providing keep up/catch up sessions and daily reading groups.

Toolkit will be incorporated into the CPD offer for all staff.

- ★ Pre-teach groups to be prioritised in assembly slots where teachers plan for those children who need support before units being taught so that gaps are continuously narrowed
- ★ Whole class reading sessions to ensure that one text per half term is representative of, and raises awareness of a protected characteristic

	<p>We have invested in a variety of decodable reading books to ensure that every child who is taught phonics has a book which is matched to their phonic ability.</p> <p>Whole Class reading has continued to be successful with a wide range of texts being used to provide not only high-quality reading but also cultural capital.</p>	
<p><u>Cultural Capital for all, inclusive of Pupil Premium (Approach C):</u></p>	<p>Enrichment lead employed to monitor the enrichment activities across the school. Places allocated for pupil premium children on all opportunities.</p> <p>Every child has been taken to the library or had a library visitor (EYs and KSI) to open a library account and experience the library in-person.</p> <p>All children (Y1 – Y6) have been to Deene Park forest to take part in a range of educational activities such as 'poetry' and 'maths in the woods.'</p> <p>ELSA has been trained and is able to provide a range of SEMH interventions to all children, including PP children.</p> <p>Outdoor learning (PPA) happened for all children in KSI at least once. This has been reviewed.</p>	<p>Outdoor learning opportunities for all children will be timetabled across the school year to ensure that high quality experiences are had by all children.</p> <p>Independent Learning Zones to be a requirement in setting up learning environments for the coming year to support adaptive teaching strategies.</p> <p>The Spot has been successful as a working space for children access the Pastoral Lead and pastoral team. For the school year ahead, our focus remains on providing the pastoral support our children and their family's needs and look at how to ensure this offer is as far reaching as possible whilst remaining effective. What would cascading CPD look like for class teachers and support</p>

	<p>Spotlight quiet working space was reviewed and not as effective as desired therefore reworked to independent learning zones where children can focus on their learning.</p> <p>Dedicated Pastoral lead has worked in support of pupils wellbeing as well as in support of specific SEMH needs and wider family support with EHAs.</p>	<p>staff so that pastoral support is more widely available and utilised.</p>
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2023-2024

11.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2023 to 2024

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

- ★ Rolling cycle of staff CPD on teaching and learning
- ★ High quality CPD for Support Staff
- ★ Quality First Teaching in practise CPD with individualised support
- ★ Peer studies to encourage positive collaboration between staff and the dissemination of excellent practice.
- ★ Subject Leader CPD to further strengthen whole school leadership (ongoing)
- ★ ECT in-house programme of CPD will be bespoke to individual ECT 2 teachers

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

- ★ Small Phonics groupings
- ★ 1:1 reading with targeted children
- ★ Reading TA working within Early Years and KS1 to complete keep up and catch up phonics sessions as well as support ensuring children all have the correct phonic decodable reading books to take home as part of their phonics learning

- ★ Pre-teach groups for closing gaps in knowledge and/or to stretch more able children (including PP)
- ★ Adaptive Teaching utilising QFT strategies evidenced in lessons via learning walks and pupil book annotations
- ★ Whole Class Reading to continue across the school as this has been successful in providing high quality text access for all pupils
- ★ High quality live feedback coupled with whole class feedback
- ★ Maths Lead to work with PP Lead to ensure the profile of numeracy is high, celebrated and specific wider experiences are available for all pupils inclusive of PP children.
- ★ Writing Lead to work with PP Lead to ensure the profile of writing is high, celebrated and specific wider experiences are available for all pupils inclusive of PP children.

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)
- ★ The 'Mini-Spot' sensory room to support self-regulation (KSI corridor)
- ★ In-class resources to support regulation within the classroom (sensory baskets)
- ★ Independent working zones available for children to access based on their preference for focus
- ★ Mental Health CPD provided by HMST revisited and the profile for mental health kept high with staff for the support of and for cascading to children
- ★ Forest school opportunities and outdoor learning opportunities for all pupils
- ★ Subsidised educational visits to support cultural capital
- ★ Dedicated Pastoral Support Lead providing support for pupils and further pastoral support for families experiencing difficulties

12.0 Strategy Approaches for disadvantaged pupils 2023-24

12.1 Research-led evidence and rationale for approaches

Approach A

Quality First Teaching, Rosenshine's Principles of Instruction and Cognitive Science

- ★ 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
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- ★ Atwal, K (2019) The Thinking School: Developing a dynamic learning community
- ★ Myatt, M (2022) Primary Huh: Curriculum conversations with subject leaders in primary schools
- ★ Cornerstones, Why Subject Leadership is crucial to the success of your primary curriculum. Published 9th March 2020 <https://cornerstoneseducation.co.uk/news/why-subject-leadership-is-crucial-to-the-success-of-your-primary-curriculum/>

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=>>
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Adaptive teaching strategies and informed practice.

- ★ Eaton J, EEF Blog: Moving from 'differentiation' to 'adaptive teaching' 19th October 2022 <https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>
- ★ Huntington Research School, Adaptive Teaching. Published 24th January 2023 <https://researchschool.org.uk/huntington/news/adaptive-teaching>

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>
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- ★ 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>>

Diversity, Equity, Inclusion, SEMH and wellbeing

- ★ Wilson H, Kara B (2022) Diverse Educators: A Manifesto. London: University of Buckingham Press
- ★ Denise Buchanan, Eleanore Hargreaves & Laura Quick (2022): Schools closed during the pandemic: revelations about the well-being of 'lower-attaining' primary school children, Education 3-13
- ★ Department for Education (2023) State of the nation 2022: children and young people's wellbeing Research Report. Published 7th Feb 2023. <https://www.gov.uk/government/publications/state-of-the-nation-2022-children-and-young-peoples-wellbeing>

12.2 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 -Adaptive Teaching -Curriculum Teaching and Learning -TA CPD	<p>Lower attainment than their peers and therefore low starting points with rapid progress targeted.</p> <p>Staff knowledge to address barriers.</p>	<p>Quality First Teaching, curriculum and teaching and learning CPD sessions.</p> <p>Rotational approach to CPD giving staff opportunity to apply new knowledge gained through CPD within class environments before feeding back to individualise the follow up CPD</p> <p>Adaptive teaching to form an element of all teaching and learning based CPD sessions- focusing on providing real life- in classroom examples to support implementation of CPD ideologies.</p>	<p>Weekly CPD sessions for staff that are timetabled on a rotational basis to allow for collaborative opportunities to learn, apply and review new strategies and/or ideologies.</p> <p>Evidence of new strategies/expectations following CPD recorded in book scrutiny and/or learning walks.</p>	<p>New staff starting and missing previous weekly targeted CPD.</p> <p>Subject handbooks created by subject leads to ensure key research, lesson design and strategies (QFT for adaptive teaching) shared.</p>

<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 teaching of 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> <p>Writing attainment will improve as spelling gaps are addressed and engaging content utilised for writing</p> <p>Maths attainment will improve as key skills gaps are addressed</p> <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> <p>Class Teacher to ensure access is provided at school for pupils as required</p> <p>Class Teachers to monitor access and engagement</p>
<p>Cornerstones (Subscription- partial payment), Kapow, Numbots/TTRS, Edshed – all 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>Teachers to be guided by our curriculum lead on effective strategies to use and enhance Cornerstones resources to ensure children have access to high-quality and diverse resources across the curriculum.</p>

			SLT to analyse data and trends evident.	
Whole Class Reading in house CPD delivered. Wide range of texts available and utilised. Diversity, Equity and Inclusion focus on text purchases to support enhancing cultural capital for all pupils inclusive of PP children.	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.	Understanding of the WCR ethos of teaching reading. Reading Lead to continue to promote the WCR philosophy with all stakeholders to ensure the scheme and method is optimised at school and at home.
Projected spending	£6672.00			

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 (50%- App.A) -Numbots (50%- Approach A)	Lower attainment than their peers and therefore low starting points with rapid progress targeted. Core subject specific support i.e. maths key skills, spelling.	Spelling/TTR/Numbots online resource utilised as home learning opportunity Spelling/TTR/Numbots online resource utilised to supplement	Pupils will engage at home and at school- tracked by subject leads and /or class teachers using online tools	Access for pupils to online resources when at home depends on access to devices.

-Spelling Shed (50%- Approach A) -Twinkl (25%) -Vocabulary Ninja	Engagement through enhanced resources across the curriculum.	and support targeted children in school Online engagement through competition in school and at home to improve maths and spelling attainment.	Attainment for arithmetic in maths and spelling will improve	Class Teacher to ensure access is provided at school for pupils as required Class Teachers to monitor access and engagement
Pastoral Lead 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	Dedicated time to be given to Pastoral Lead for specific small group/1:1 interventions.
Small group working, small phonics groups ITA x2 PM sessions (Equivalent) ITA x2 PM 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	Small steps and overall progress of individual children should be closely monitored. Phonics Lead and Reading Lead to monitor the impact of these sessions and work collaboratively with support staff to optimise sessions.
(Phonics) Reading HLTA (25%) Keep Up and Catch up group workings- phonics focus Early Years Reading TA (25%)	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	Small steps and overall progress of individual children should be closely monitored.

				Phonics Lead and Reading Lead to monitor the impact of these sessions and work collaboratively with support staff to optimise sessions.
Reading incentive to encourage children to read more frequently at home	Reading incentivised to increase engagement and broaden reading opportunities	Weekly charts updated and rewards given for reaching reading milestones	Increase reading at home and general engagement with frequency of reading	Incentive is unsuccessful and desired outcome not reached. Reading Lead to assess impact of this approach and adapt if necessary.
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	Maths, science, English subject leaders to monitor the impact of this funding alongside the Core Teaching and Learning Lead.
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	More regular reading at home recorded in planners Improved engagement with reading and discussing texts	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 (2023) .

		texts will be available to supplement reading.	Children completing the challenge proving access to the wider text range	
Core Subject area budget £500 per subject Core Subject enrichment specific budget (i.e. author visits)	Exposure to professionals within core subject areas to enhance learning. Additional resources to provide access to learning Pupils may experience reduced experiences linked to core learning such as interacting with writers or mathematicians in real world contexts.	Subject leads will use the budgets to enhance their subject area offering Subject leads will liaise with PP Lead to create enrichment opportunities for all pupils inclusive of PP children to enhance learning alongside career aspirations	Children access and engage in visits from professionals within core subject areas Engagement increased impacting on outcomes for pupils	Maths, science, English subject leaders to monitor the impact of this funding alongside the Core Teaching and Learning Lead.
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.	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.	Increased record of reading engagement at home for pupils Progress within reading VIPERS skills	
Little Wandle phonetically decodable books to further add to capacity to deliver the scheme. This scheme	Children need regular and high-quality exposure to reading	Purchasing of additional resources to ensure that more	More decodable resource purchased.	Timetabling of additional reading sessions which are

supports KS2 pupils who are still working on phonic decodable reading books.	materials that match their phonic ability.	capacity for phonics reading sessions is available to children.	Additional reading sessions timetabled.	quality assured by the Phonics Lead.
Projected spending	£38,985.00			

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 subscription (50%) Calm Start breakfast/lunch club	Access and understanding of the wider world. Gaps in cultural awareness (cultural capital) Reluctance to attend school	Weekly Picture News session Pupils talking point accessed independently throughout the week Calm Start breakfast club ran by Pastoral Lead	Displayed in classroom with pupil participation evident Pupil voice would evidence Identified children with low attendance to attend Calm Start	Pastoral Lead to track, monitor and evaluate the impact of Calm Starts on attendance, SEMH and personal development of children attending.
Y3/4 Everdon residential and Y5/6 Dorset residential opportunities subsidised out of the enrichment allocation	Income barriers to wider school / external opportunities.	Outdoor learning opportunities	Uptake support by subsidising	Measuring the impact of residential on the personal development and SEMH of PP children who participate.

				SLT member responsible for personal development to track and monitor the impact.
<p>Upkeep and extension of the onsite outdoor learning environment out of the enrichment allocation.</p> <p>Enrichment Lead (25%) to monitor and support enrichment opportunities across the school with a PP target focus</p>	Cultural capital and life experiences outside/ in the outdoors	Weekly lessons for all pupils	<p>Pupils access weekly sessions evidenced via floor books</p> <p>Pupil Voice</p>	<p>Area not used to maximum.</p> <p>Forest School Lead to ensure timetabled activities are carried out all year around maximising the use of this area.</p> <p>The area is to continue to be developed to enhance opportunities for the identified children within the school community.</p>
Dedicated PP Lead (15%)	PP being a focus identified group.	<p>PP Strategy</p> <p>PP focus & drive in quality first teaching.</p> <p>Tracking of PP funding</p>	Improved outcomes for PP children	
Individual Class Budgets	Low attainment Resourcing	Enhanced learning environments and resources to engage.	Improved outcomes for PP children	Phase Leaders to monitor the effective use and impact of additional

				funding on outcomes for PP children.
Projected spending	£20,503			

2023 to 2024 Pupil Premium:	£65,859.58			
2023 to 2024 Recovery Premium:				
2023 to 2024 Total Projected spend:	£66,160.00			