

Pupil premium strategy statement – Priors Hall- a learning community.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	01.09.2023
Date on which it will be reviewed	01.07.2024
Statement authorised by	Tess McQuade
Pupil premium lead	Jacqueline White
Governor / Trustee lead	Michelle Morison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,755
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£74425

Part A: Pupil premium strategy plan

Statement of intent

Our key ethos and aims include

- Priors Hall adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- Our strategy works to the understanding that there should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target disadvantaged pupils. This will be achieved through whole school approach alongside specifically tailored provision/intervention to meet the individual needs of our pupils.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Support Governor.
- Governors, especially our Pupil Support Governors, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.
- At Priors Hall, our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

Whole School Level:

- Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.
- Our School values underpin our ethos of resilience, kindness, curiosity and respect which alongside our focus on protected characteristics addresses and celebrates the differences amongst all members of the Priors Hall community.
- Early intervention and targeted learning support are central to our strategy. Closing attainment gaps as early as possible allows us freedoms to layer pupils with a wider range of experiences and or cultural capital as they continue their journey through the school.
- Once a need is identified it is addressed through high quality teaching that aims to ensure that individual needs, starting points, attainment and gaps are pivotal in the planning of teaching and learning for our pupils. Pupil premium children receive access to intervention based on needs within core subject areas. This intervention is overseen by core subject leaders and reviewed by Phase Leads (SLT).
- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils and the attainment of our pupil premium children.
- Our plans are adapted throughout the year and reviewed multiple times a year in conjunction with the SLT member responsible for pupil premium spend, Phase Leads and members of the Senior Leadership Team. The

adaptations to our pupil premium budget allocation are made specifically with the needs of each individual child in mind, therefore our final spend is expected to be slightly higher.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower starting points compared to non-disadvantaged children thus presenting a knowledge gap between peers.
2	Lower attainment in reading has an impact on accessing and engaging with other core and wider curriculum subject matter. Last academic year attainment data improved for disadvantaged pupils within reading but a sustained focus remains to ensure this is maintained in order to begin impacting further across curriculum outcomes.
3	Less access to cultural capital impacting opportunities understanding of self and the world around them but also in having a curiosity about the wider world or lived experience that differs from their own.
4	There is a vocabulary gap between disadvantaged pupils and their peers- this is a part of the result of there being a lack of cultural capital opportunities/life experiences accessed by some of our most disadvantaged pupils.
5	Lower attainment in writing reflects a reluctance towards writing coupled with a lack of cultural capital and life experience making creativity a barrier for the majority of our disadvantaged writers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<u>To provide the highest quality teaching and learning to enable PP children to succeed and narrow the attainment gap.</u>	
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.	-Lesson observation, pupil work scrutiny and pupil voice will reflect high quality learning opportunities have been effectively harnessed for all of our pupils inclusive of our disadvantaged pupils.

	<p>-The Whole Class Reading framework will evidence access to cultural capital for all pupils and work to increase use of ambitious vocabulary.</p> <p>-Attainment data will continue the trend of improvement for our disadvantaged pupils.</p>
<p>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).</p>	<p>-Lesson observation, pupil work scrutiny and pupil voice will reflect high quality learning opportunities have been effectively harnessed for all of our pupils inclusive of our disadvantaged pupils.</p> <p>-Attainment data will begin to show a trend of improvement for our disadvantaged pupils compared to previous academic years.</p> <p>-Disadvantaged pupils will have equal access to mathematical challenge both inside the classroom and externally at events.</p>
<p>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 and see writing skills with real life applications such as in/with authors, story tellers.</p>	<p>-Lesson observation, pupil work scrutiny and pupil voice will reflect high quality learning opportunities have been effectively harnessed for all of our pupils inclusive of our disadvantaged pupils.</p> <p>-Attainment data will begin to show a trend of improvement for our disadvantaged pupils compared to previous academic years.</p> <p>-Motivational, engaging cultural capital opportunities will be provided for all children including our most disadvantaged pupils in the form of story tellers, author visits and writing incentives across key stages/whole school.</p>
<p><u>To provide high quality enrichment and cultural capital activities to support pupil premium children's learning and well-being.</u></p>	
<p>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.</p> <p>Continue to expand and develop the school's range of reading books so that children can access a diverse and high-quality range of contemporary and classic fiction texts, non-fiction resources and poetry.</p>	<p>-Pupils will have access to a variety of high-quality diverse texts. This will be evident in learning environments around the school and within the school library</p> <p>-Pupil voice will reflect children's engagement with a wide range of texts</p>

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.	-Planning and working walls will example the vocabulary explored with pupils. A range of vocabulary inclusive of tier three language will be evident within learning environments.
Embed the new writing approach- Pathways to Write. The approach uses stimuli for writing rooted in cultural capital and protected characteristics that aim to enrich the learning of all pupils at Priors including those within susceptible groups such as our Pupil Premium children. Having a grounded understanding of the different protected characteristics helps our children to feel included and represented but then teaches our pupils to advocate and respect wider protected characteristics as members of their local communities by being 'ready for life'.	<p>-Pupil voice will example pupils understanding and respect of all nine protected characteristics.</p> <p>-Texts used to supplement writing teaching and learning will reflect the protected characteristics showing progression of knowledge and understanding across key stages.</p> <p>-Writing attainment data will begin to show a trend of improvement for our disadvantaged pupils.</p>
Embed the new whole school implementation of 'My Happy mind', designed to allow time and space within our weekly timetable to learn about how our brain works and how that in turn effects our feelings and wellbeing. If our children understand their feelings and the way that their brain works, they will be more secure in their wellbeing and so 'ready to learn.'	<p>-Emotional literacy within our pupils will support self and co regulation within our learning environments.</p> <p>-Pupil voice will demonstrate the knowledge and understanding of self that is gained from this NHS accredited programme for children.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6672.7

Activity	Evidence that supports this approach	Challenge number(s) addressed
External and internal CPD -High Quality Teaching (adaptive teaching focus)	Department for Children, Schools and Families (DCSF), corp creator. (2008) <i>Personalised learning : a practical guide</i>	1,2,3,4,5

<p>-Curriculum Teaching and Learning</p> <p>-TA CPD</p>	<p><i>Claire Sealy, Third Space Learning; Learning and memory in the classroom: what teachers should know 6th November 2020, viewed 19/06/2021</i> https://thirdspacelearning.com/blog/science-memory-forgetting-beat-summer-brain-drain-primary-school/</p> <p><i>Education Endowment Foundation, Practical Tools; Metacognition and self-regulated learning, 27 April 2018, viewed 22/08/-2021</i> https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-l</p> <p><i>Sobel, D (2018) Narrowing the attainment gap: A handbook for schools. London: Bloomsbury Education</i></p> <p><i>Rowland, M (2015) An updated practical guide to Pupil Premium, London: John Catt Education Ltd</i></p>	
<p>CPD linked with ongoing subscriptions to enhance teaching and learning</p> <p>Subscriptions include;</p> <p>Avantis VR Headsets</p> <p>Literacy Company: Pathway to Write</p> <p>Phonics (Little Wandl)</p> <p>Parental Support with learning at home;</p> <p>Edshed</p> <p>Numbots/TTR</p> <p>Kapow (Subscription- partial payment)</p> <p>Used to plan an enriched curriculum and support accurate attainment assessment.</p>	<p>As a school we are committed to ensuring that we not only have the resources available to create enriching and engaging learning opportunities for our pupils, but that our teaching staff have the knowledge and understanding of how to use the resources effectively.</p> <p>DfE accredited Phonics programme for effective teaching of SSP to impact our early readers.</p> <p>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</p>	<p>2,3,4,5</p>

Whole Class Reading in house CPD delivered.	Quigley, A (2018). Closing the vocabulary gap. 1 st Ed. London: Routledge	2,4,5
Wide range of texts available and utilised.	Sobel, D (2018) <i>Narrowing the attainment gap: A handbook for schools</i> . London: Bloomsbury Education	
	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	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 39984.74 + Recovery Premium for tutoring lead by class teachers £6670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Lead Will run 'The Spot' providing targeted support for children and families (25%)	Education Endowment Foundation, Teaching and Learning Toolkit 10 th 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	1,3,4
Small group working interventions across core subject for PP pupils. ITA x2PM sessions (Equivalent) ITA x2PM sessions (Equivalent)	Education Endowment Foundation, Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=What%20is%20it%3F-,Small%20group%20tuition%20is%20defined%20as%20one%20teacher%2C%20trained%20teaching,separate%20classroom%20or%20working%20area.	1,2,3,4,5

Reading TA (25%) Keep up and catch up group workings- phonics focus	Education Endowment Foundation, Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=What%20is%20it%3F-,Small%20group%20tuition%20is%20defined%20as%20one%20teacher%2C%20trained%20teaching,separate%20classroom%20or%20working%20area.	2,3,4
Reading Incentive launched with prizes	EEF has blogs and research base about incentivising pupils to create motivation- lots centred in secondary settings. But the learning we have taken from the research is that incentive alone is not effective it needs to be coupled with multiple things such as; teacher enthusiasm, parental communication/engagement and high quality teaching. We are utilising incentives following trailing them initially (2022/2023) The incentives create a 'buzz' around reading that feeds into the culture of our reading school and positively impacted our disadvantaged pupils- particularly the boys who saw an increase in reading at home. This was evidenced through the reading at home records kept by parents and teachers collectively.	2,3,4
Core subject additional funding; maths, English and science	The challenges that have been identified as barriers to learning for our most disadvantaged pupils include enrichment through cultural capital- particularly within our core subjects. Providing some budget resource allows our core subject leads to provide external visitors/experiences linked to their subjects that offer another lens for pupils to view the subject and hopefully engage or become differently motivated.	1,2,5
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,	DfE guidance on reading for pleasure https://assets.publishing.service.gov.uk/media/5a7cl8d540f0b61a825d66e9/reading_for_pleasure.pdf	2,4,5
Recovery Premium Focused Booster Groups	https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding	1

Y6		
----	--	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21503.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Picture News 50% subscription	Picture news provides a child friendly look at what is happening in the wider world for our pupils.	3,5
Bush craft Y3-5 residential and Y6 Isle of Wight residential opportunities subsidised Out of the Enrichment allocation Upkeep and extension of the onsite outdoor learning environment TA to lead and run outdoor learning for the whole school (25%)	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 30 th 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 >	3,5
Inclusion lead as dedicated PP Lead (25%)	Allocation and spending of PP funding needs to be carefully planned and closely monitored and adapted based on the needs of the children funding is assigned to.	1,2,3,4,5

Total budgeted cost: £ 74,830.89

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Pupil Performance Overview											
			2022			2023			2024		
End of KS1			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff
	Reading	Expected	78%	64%	+14%	40%	71%	-31%			
		Greater Depth	0	10%	-10%	0%	2%	-2%			
	Writing	Expected	67%	56%	+11%	20%	65%	-45%			
		Greater Depth	0	2%	-2%	0%	4%	-4%			
	Maths	Expected	78%	70%	+8%	40%	79%	-39%			
		Greater Depth	0	8%	-8%	0%	15%	-15%			
	Phonics Year 2		86%	94%	-8%	100%	100%	+8%			
End of Year 1	Phonics Year 1		40% (2/5)	83.3% (35/42)	- 43.3%	100%	100%	+10%			
End of EYFS	GLD		66%	73%	-7%	33%	33%	-40%			

Disadvantaged Pupil Performance Overview											
			2022			2023			2024		
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%			

Disadvantaged Progress Scores				
		2022	2023	2024
End of KS2	Reading	68%	71%	
	Writing	62%	72%	
	Maths	62%	72%	

Based on outcomes (see table above) our actions with regards to reading focus within our Pupil Premium Strategy is showing positive results. In order to ensure longevity, we will continue with the strategies that are having the desired impact. Our focus needs to begin moving to writing and improving the outcomes within this area utilising the strategies that proves successful within reading where appropriate for the academic year 2023/24 and beyond.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics (Part Funded)	Little Wandle
Pathway to write (Part Funded)	The Literacy Company
Wider Curriculum Programme of Study (DT, art, French, music, geography, history) (Part Funded)	Kapow

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.