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

This statement details our school's use of pupil 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	475
Proportion (%) of pupil premium eligible pupils	10%
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)**	2022/2023, 2023/2024, **2024/2025**
Date this statement was published	01.09.2024
Date on which it will be reviewed	01.07.2025
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	£ 59,900
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£59,900

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 where applicable attainment between disadvantaged pupils and non-disadvantaged 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.

• The Pupil Premium Strategy and disadvantaged pupils are 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 Strategy and resulting interventions, analysis and costings.

• At Priors Hall, our strategic vision for disadvantaged pupils is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

<u>Whole School Level:</u>

• 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. Our disadvantaged pupils 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 spend is specifically tailored to meet the needs of individual pupils and the attainment of our disadvantaged pupils.

• 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>1.To provide the highest quality teaching and learning to enable all pupils to succeed based on individual targets.</u>	
Reading: Maintain the current whole school approach of Little Wandl Phonics leading into 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.	-Annual staff CPD reviewed to ensure all staff (including new starters) have completed Little Wandl phonics training, with staff teaching phonics daily utilising refresher and ongoing online CPD as directed by the phonics lead. -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. -The Whole Class Reading framework will evidence access to cultural capital for all pupils and work to increase use of ambitious vocabulary. -Attainment data will continue the trend of improvement for our disadvantaged pupils.

	-Disadvantaged pupils have access to additional opportunity to read with an adult weekly. For example all children will read with an adult weekly with disadvantaged pupils being read with multiple times a week as supported by our reading TA - Year group pupil progress meetings focused upon pupil groups with specific reference to PP and attainment gap within year groups (looking at PP and non PP). Completed with school assessment lead and Phase Lead to ensure pupils are known, understood in order to provide rapid progress for these children. These meetings along with SEND Supervision meetings will support class teachers in seeking advice and support with regards to high quality adaptation should it be required. Resource and intervention can also be assigned accordingly for all pupils including our Pupil Premium children.
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).	-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. -Attainment data will begin to show a trend of improvement for our disadvantaged pupils compared to previous academic years. -Disadvantaged pupils will have equal access to mathematical challenge both inside the classroom and externally at events. -Targeted small group/ 1:1 intervention focused on specific attainment gaps for disadvantaged pupils as designed by the school maths lead. - Year group pupil progress meetings focused upon pupil groups with specific reference to PP and attainment gap within year groups (looking at PP and non PP). Completed with school assessment lead and Phase Lead to ensure pupils are known, understood in order to provide rapid progress for these children. These meetings along with SEND Supervision meetings will support class teachers in seeking advice and support with regards to high quality adaptation should it be required. Resource and intervention can also be assigned accordingly for all pupils including our Pupil Premium children.
Writing: Maintain the focus on closing the attainment gap between Pupil Premium children and their peers. Build on	-Lesson observation, pupil work scrutiny and pupil voice will reflect high quality learning opportunities have been

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.	effectively harnessed for all of our pupils inclusive of our disadvantaged pupils. -Attainment data will begin to show a trend of improvement for our disadvantaged pupils compared to previous academic years. -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. -Targeted small group/ 1:1 intervention focused on specific attainment gaps for disadvantaged pupils as designed by the school writing lead. - Year group pupil progress meetings focused upon pupil groups with specific reference to PP and attainment gap within year groups (looking at PP and non PP). Completed with school assessment lead and Phase Lead to ensure pupils are known, understood in order to provide rapid progress for these children. These meetings along with SEND Supervision meetings will support class teachers in seeking advice and support with regards to high quality adaptation should it be required. Resource and intervention can also be assigned accordingly for all pupils including our Pupil Premium children.
<u>To provide high quality enrichment and cultural capital activities to support pupil premium children's learning and well-being.</u>	
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 can access a diverse and high-quality range of contemporary and classic fiction texts, non-fiction resources and poetry.	-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 -Pupil voice will reflect children's engagement with a wide range of texts
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	-Pupil voice will example pupils understanding and respect of all nine protected characteristics. -Texts used to supplement writing teaching and learning will reflect the protected characteristics showing progression of knowledge and understanding across key stages.

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'.	-Writing attainment data will begin to show a trend of improvement for our disadvantaged pupils.
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.'	-Emotional literacy within our pupils will support self and co regulation within our learning environments. -Pupil voice will demonstrate the knowledge and understanding of self that is gained from this NHS accredited programme for children.
To ensure that financial concerns do not create a barrier for our disadvantaged pupils	-support children and parents with early help quickly should issues arise -provide financial support to ensure that all pupils have the same opportunities for wider learning enhancement and opportunity

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,304.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
External and internal CPD -High Quality Teaching (adaptive teaching focus) -Curriculum Teaching and Learning -TA CPD	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://third-spacelearning.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>	1,2,3,4,5

	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*	
CPD linked with ongoing subscriptions to enhance teaching and learning Subscriptions include; Avantis VR Headsets Literacy Company: Pathway to Write Phonics (Little Wandl) Parental Support with learning at home; Numbots/TTR Kapow (Subscription- partial payment) Used to plan an enriched curriculum and support accurate attainment assessment.	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. DfE accredited Phonics programme for effective teaching of SSP to impact our early readers. 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>	2,3,4,5
Whole Class Reading in house CPD delivered. Wide range of texts available and utilised.	Quigley, A (2018). Closing the vocabulary gap. 1st Ed. London: Routledge *Sobel, D (2018) Narrowing the attainment gap: A handbook for schools. 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> *Wilson & Kara, (2022) Diverse Educators: A Manifesto. London: University of Buckingham Press*	2,4,5

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

Budgeted cost: £ 19,567.33

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 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>	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	2,3,4

	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.	
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/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf	2,4,5

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

Budgeted cost: £23,293.06

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
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 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	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	1,2,3,4,5

	based on the needs of the children funding is assigned to.	

Total budgeted cost: £ 60,164.81

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. We have analysed the performance of our school's disadvantaged pupils using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The attainment gap between our pupil premium pupils and our non-pupil premium pupils is difficult to compare year on year due to the differences of cohort size and high levels of mobility. Some years the number of disadvantaged children in a year group is quite small and therefore statistically insignificant, other years it is large enough to make more useful comparisons.

<table>
<tr><th>Intended Outcome</th><th>Impact Review & Resulting Actions/next steps</th></tr>
<tr><td>1. To provide the highest quality teaching and learning to enable all pupils to succeed based on individual targets.</td><td>
High quality teaching and learning is evidenced at Priors Hall through the end of key stage out comes for pupils in EYFS, KS1 and KS2.
<table>
<tr><th colspan="2">Internal Data</th><th>Priors Hall</th><th>National</th></tr>
<tr><td>EYFS</td><td>GLD</td><td>66%</td><td>67% (2023)</td></tr>
<tr><td>KS1 Y1</td><td>Phonics</td><td>91%</td><td>79% (2023)</td></tr>
<tr><td>KS1 Y2</td><td>Phonics</td><td>95%</td><td>89% (2023)</td></tr>
<tr><td rowspan="3">KS1 Y2</td><td>Reading</td><td>75%</td><td></td></tr>
<tr><td>Writing</td><td>69%</td><td></td></tr>
<tr><td>Maths</td><td>78%</td><td></td></tr>
<tr><td>KS2 Y4</td><td>MTC</td><td>77%</td><td></td></tr>
<tr><td rowspan="3">KS2</td><td>Reading</td><td>74%</td><td>74%</td></tr>
<tr><td>Writing</td><td>74%</td><td>73%</td></tr>
<tr><td>Maths</td><td>70%</td><td>72%</td></tr>
</table>
Where national averages are recorded, Priors Hall pupils perform in line or broadly in line with national averages. Phonics in both Y1 and Y2 out performs national averages.

As detailed in our three-year strategy above our focus remains on providing high quality learning environments and experiences for all of our pupils with a view to reduce the attainment gap for out Pupil Premium learners.. Although comparing this year on year is difficult because cohorts are not always comparable alongside the important narrative for each learner as an individual our teachers
</td></tr>
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	have evidenced that all pupils including our Pupil Premium children make good progress from their starting points.
2.To provide high quality enrichment and cultural capital activities to support pupil premium children's learning and well-being.	Throughout the school year both internal and external monitoring has provided evidence of pupil voice highlighting the rich opportunities our pupils engage with as part of their learning journey. Our pupils vocalise a love of reading a wide range of texts and often make links to the protected characteristics explored within them. My Happy Mind has been accessed by all pupils from YI-Y6. This emotional literacy and wellbeing programme has supported our pupils both in school and at home. Our Pastoral care remains a large part of our school make up and daily function with children and families accessing early help quickly and effectively. In 2023/24 the Pupil Premium strategy budget has support children in accessing additional extracurricular activity such as music lessons, school educational visits, residentials as well as supported working families with wrap around care.

Disadvantaged Pupil Performance Overview			2024		
			DA	Non-DA	Diff
KSI	Reading	Expected	67%	75%	-8%
		Greater Depth	0	10%	-10%
	Writing	Expected	44%	73%	-29%
		Greater Depth	0	10%	-10%
	Maths	Expected	44%	82%	-38%
		Greater Depth	0	8%	-8%
	Phonics Year 2		100%	94.1%	+5.9%
Year 1	Phonics Year 1		100%	80%	+20%
EYFS	GLD		100%	66%	+35%

Disadvantaged Pupil Performance Overview			2024		
			DA	Non-DA	Diff
KS2	Reading	Expected	56%	77%	-21%
		Greater Depth	0	12%	-12%
	Writing	Expected	56%	77%	-21%
		Greater Depth	0	8%	-8%
	Maths	Expected	44%	75%	-31%
		Greater Depth	0	16%	-16%
	Combined	Expected	44%	63%	-19%
		Greater Depth	0%	2%	-2%

Disadvantaged Progress Scores (KS2 Outcome)				
KS2		2023	2024	2025
	Reading	0.0	Not yet published	
	Writing	-2.1	Not yet published	
	Maths	-2.3	Not yet published	

Externally provided programmes

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

Programme	Provider
Little Wandl Phonics (Part Funded)	Little Wandl
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 premium funding.