# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| **Detail**  | **Data**  |
| School name  | Primley Wood PS  |
| Number of pupils in school  | 218  |
| Proportion (%) of pupil premium eligible pupils  | 27%  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**  | 1 – 2 years  |
| Date this statement was published  | October 2022  |
| Date on which it will be reviewed  | September 2023  |
| Statement authorised by  | Jordan License  |
| Pupil premium lead  | Deborah Kenny / Jordan License  |
| Governor / Trustee lead  |  Rashpal Sagoo |

## Funding overview

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| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | £84,480  |
| Recovery premium funding allocation this academic year  | £9234  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0  |
| **Total budget for this academic year** If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year  | £93,714  |

# Part A: Pupil premium strategy plan

## Statement of intent

At Primley Wood Primary School (PWPS) we have high aspirations and ambition for all our children and believe that every child should be able to fulfil their potential. We are committed to ensuring that all our children are given every chance to achieve, prosper and lead happy, healthy lives.

Pupil Premium funding is targeted at maximising the achievement of disadvantaged children and in a way which supports their individual needs.

We, at Primley Wood, absolutely believe that all children can succeed, and we have a solution focused approach to overcoming barriers. We support children to develop a love for learning and ensure that we meet their individual needs and interests effectively.

We ensure that all staff know who the disadvantaged children are and that the most appropriate strategies / support are in place for them. We help them to have full access to clubs and activities across school and to take part in out of school activities.

Activities and clubs are monitored to ensure that they reflect the whole school population including disadvantaged children. Where this is not the case, we proactively recruit disadvantaged children and fund them if necessary. In addition, we constantly monitor the effectiveness of strategies on learning and review provision in the light of tracking data and other evidence. All staff are involved in the analysis of data so that they are fully aware of the requirements of Pupil Premium Funding and the impact of their work is having on the progress of disadvantaged children.

## Challenges

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

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| **Challenge number**  | **Detail of challenge**  |
| 1  | Social, emotional and mental health issues  |
| 2  | A potential lack of readiness for school  |
| 3  | Special Educational Needs and Disability (SEND)  |
| 4  | Issues around attainment and achievement  |
| 5  | Poor attendance, long absences from school and high mobility in terms of children moving schools  |
| 6  | Language issues making it difficult to access school  |
| 7  | Lack of enrichment experiences outside of school including sporting and creative opportunities  |
| 8  | Limited educational aspirations outside school  |
| 9  | Issues with nutrition  |

## 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.

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| **Intended outcome**  | **Success criteria**  |
| Children who are identified as disadvantaged are effectively supported to achieve their full potential through outstanding teaching and learning and appropriate intervention where necessary  | Outcomes are broadly in line with their nondisadvantaged peers as evidenced by observations and improving progress / attainment data  |
| Pastoral support in place for identified children is having a positive impact on social, emotional and mental health issues. Children are quickly identified to work with pastoral support both within school and in the cluster and families have access to outside agencies regarding housing, finance etc or the team in school regarding their child  | There are fewer disadvantaged children with social and emotional issues as identified through data, verbal feedback, wellbeing audits and issues recorded on CPOMS  |
| Links are in place with outside agencies to identify potentially vulnerable families and to engage with them prior to their children starting school. Staff from the newly opened 2-year-old provision and nursery quickly identify children not school ready and work with them to improve school readiness  | Children are increasingly school ready and can access the opportunities on offer earlier and more effectively. Vulnerable families have positive relationships with school and are working in partnership to support their child’s development  |
| Strategies are in place which support families to address issues around attendance and punctuality including first day calling, targeted lists, rewards, cluster support, funded access to breakfast club and regular meetings with parents. In addition, free and subsidised places provided on the school bus allocated to target families to get their children to school regularly and on time  | Attendance figures for disadvantaged children are in line with their non-disadvantaged peers. Feedback from children illustrate that they are happy to attend school, that their work is set at an appropriate level, and they have friendship groups to support them. Also, that parents have a good relationship with school which has impacted positively on their child’s attendance.  |
| Staff are confident and equipped to support the children who are new to English or EAL effectively in terms of language and understanding  | Observations and data illustrate that those children new to English or EAL are making progress in line with their peers. Their speaking and listening skills are improving as is their confidence to converse in lessons and their understanding of more sophisticated vocabulary is increasing the more they are exposed to less frequently used words.  |
| Classroom teachers recognise their responsibility for the progress of all children including those with SEND and deliver an appropriate curriculum which is differentiated to meet their needs. TAs share in planning and are skilled to work with individual children who have complex and other special needs.  | Children with SEND make effective progress from their starting points as evidenced by observations and data. They are included in lessons where appropriate and are recognised as adding to the richness of the learning experience for all children.  |
| Disadvantaged children are identified to take part in clubs and activities which interest or extend them and have access to all opportunities in the school day and those which take place outside it  | Monitoring and data illustrates that disadvantaged children are represented in all clubs and activities and opportunities, based on their interest, are taking place across school. They are RP Reps and funding enables them to pursue their interests and skills.  |
| Opportunities are taken throughout the year focused on increasing aspirations including visits from role models,  | Evidence from discussions, questionnaires illustrate that children are increasingly aware of their career  |
| presentations from people representing varied professions, twilights and information for parents etc  | options and have a potential career path. Also, parents’ aspirations rise in terms of future options, including further education for their children.  |
| Nutrition is regularly visited via the curriculum and children are reminded about healthy eating, exercise and the impact on wellbeing. Lunches are healthy and balanced, and families are encouraged to provide healthy packed lunches. Support for families is provided by the pastoral team and Cluster support where required  | Children understand what constitutes a healthy meal and can articulate that verbally. They recognise the importance of exercise and caring for their teeth and mental health  |

## 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: £57,000

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Increase the hours of our Safeguarding, attendance and Pastoral Lead  | Government focus on addressing mental health issues across schools, particularly as a result of the impact of Covid-19 and continual lockdowns  | 5, 4  |
| Continuous professional development for the Nursery staff following a number of newly appointed staff.  | EEF EYs Toolkit – so much research illustrating the importance of a high-quality early years and 2-year-old provision. This has a huge impact on readiness for school, social and emotional development and achievement and attainment  | 4, 6, 9  |
| Recruitment of an Inclusion Manager (IM) for SEND (15 hours a per week)   CPD to deliver effective phonics in the Early Years  | Accessing an experienced IM for additional time has an impact on learning as she trains / supports the TAs and teachers to deliver specific small group tuition which adds 4 months to learning EEF Early Years Toolkit - + 5 months DFE guidance.  | 3    4, 6  |
| CPD and support for an Early Careers Teacher (ECT)  | DfE. We are involved in the Leeds Teaching Hub and UCL which is focuses on retaining new teachers in the profession and providing high quality mentoring over the course of 2 years. This clearly impacts on children’s learning in addition to good recruitment and retention  | 4  |
| CPD for staff with a focus on addressing the needs of disadvantaged children. Funding for cover to enable detailed pupil progress meetings to take place and training for mentors  | We know that well trained practitioners really impact on social and emotional development and children’s learning. It also ensures that our staff know our children well and their particular strengths / needs  | 1, 4  |

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

Budgeted cost: £35,000

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Continued CPD regarding the implementation of the Jane Considine Writing Scheme  | EEF - + 6 months  | 4  |
| Identification and purchase if new materials for delivering phonics and providing CPD for staff  | DfE guidelines suggest that a structured systematic phonics scheme must be linked to the reading scheme for children to learn and rehearse phonics  | 4  |
| Teaching Assistants to support vulnerable groups in classes and to lead appropriate interventions  | EEF - + 4 months impact for small group learning and + 4months impact for specific interventions. All our interventions are closely monitored for their impact on individual children  | 1, 3, 4, 6  |
| EAL Hub resources and training for staff to support children new to English and English as an Additional Language (EAL)  | EEF - + 6 months impact Other metrics used in school absolutely show this makes a difference to understanding and vocab acquisition.  | 4, 6  |
| White Rose Maths Hub and Maths Shed subscriptions  | This scheme improves mastery learning, (EEF +5 months) independence and enjoyment of mathematics  | 4  |
| National TutorProgramme Support £9234 | Targeted small group tutoring to take place for year 6children. This will be focused on improving maths andreading skills for children working below age relatedexpectations. These sessions will be delivered byexperienced staff for maximum impact. | 4 |
| Purchase of standardised diagnostic assessment (NTS) Support for ECT and less experienced teachers to ensure these assessments are used to inform future provision and to ensure QLA is accurate.  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction  EEF - +6months  | 4  |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  EEF - + 4 months  | 4  |
| Year 6 small group tutoring for reading and maths  | Targeted small group tutoring to take place for year 6 children. This will be focused on improving maths and reading skills for children working below age related expectations. These sessions will be delivered by experienced staff for maximum impact.  | 4  |
| After school clubs focused on areas where there are gaps in learning in particular year groups  | EEF - + 4 months  | 1, 4  |

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

Budgeted cost: £22,000

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Continue to provide subsidised transport and breakfast club to address attendance and punctuality issues.  | This impacts on attendance and wellbeing as recognised by all our staff EEF - + 4 months  | 5, 4  |
| Continued access to the National Breakfast Program where bagels are provided to the children each morning.  | As above EEF - + 4 months impact  | 5, 4, 9  |
| Continue initiatives and incentives for children to achieve 100% attendance  | Our experience is that this supports the above and has a significant impact on learning  | 5,4  |
| Continue to contribute to the ARM cluster to access additional support for children and families around mental health / wellbeing  | As above EEF - + 4 months impact  | 1, 4  |
| The appointment of a member of staff who can converse with parents in their home language and identify potential learning or wellbeing needs  | EEF - + 4 months. This is also an excellent means of welcoming families, of sharing information and establishing strong supportive relationships from the start  | 2, 4, 6  |
| Provide after school clubs, and funding to enhance learning opportunities for  | OFSTED Framework Early Years Alliance Research  | 7, 8  |
| children and to address issues around cultural capital  |  |  |
| Subsidise the Y6 residential to ensure all children are able to attend  | As above  | 7, 8  |
| Further implement Restorative Practice (RP) across school to enable children to make the best choices in terms of their learning and behaviour  | EEF - + 4 months impact  | 1, 4  |
| Provide further training to our Pastoral Lead who can help to address issues around mental health and social and emotional development  | EEF - + 4 months impact Children and families have more bespoke support which is particularly important in terms of addressing wellbeing issues created by the impact of Covid-19 and lockdowns  | 1  |
| Support for parents to purchase items such as uniforms, bags, pumps, Christmas presents, food parcels etc  | Our experience illustrates that this provides a sense of belonging for children and impacts on the wellbeing of parents, it helps to creates positive relationships between home and school  | 1, 4  |

**Total budgeted cost: £114,000**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year on our disadvantaged pupils.

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| Results for disadvantaged children (11 pupils)

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| **SUBJECT**  | **AT + NUMBER**  | **AT + PERCENTAGE**  | **GDS NUMBER**  | **GDS PERCENTAGE**  |
| **GPS**  | 9 / 11  | 82%  | 1 / 11  | 9%  |
| **READING**  | 8 / 11  | 73%  | 2 / 11  | 18%  |
| **MATHEMATICS**  | 7 / 11  | 64%  | 1 / 11  | 9%  |
| **WRITING**  | 8 / 11  | 73%  | 1 / 11  | 9%  |
| **COMBINED R, W, M**  | 7 / 11  | 64%  | -  | -  |

There is a picture across the country which illustrates that disadvantaged children have a greater gap towards expected levels than their non-disadvantaged peers. This is not the case at Primley Wood as evidenced by the figures above. Our child in kinship care achieved At across the board. **Information** **GPS** is Grammar, Punctuation and Spelling **The score for At expected level (A) is 100 – 110** 1. children achieved a scaled score of 105 and above in GPS (2 children achieved 109)
2. children achieved a scaled score of 105 and above in reading

9 children achieved a scaled score of 105 and above in mathematics (5 children achieved 109) **The score for above expected level (Greater Depth – GDS) is 110 – 120** 5 children achieved a scaled score of 115 and above in GPS, 1 of which achieved 120 (full marks) 1 child achieved a scaled score of 115 and above in reading  |

3 children achieved a scaled score of 99 in mathematics and one more mark would have resulted in them being ARE (at age related expectation)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.*

*This will help the Department for Education identify which ones are popular in England*

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| **Programme**  | **Provider**  |
| The Write Stuff  | Jane Considine  |
| Spelling Shed  | Rob Smith  |
| Maths Shed  | Rob Smith  |
| TT Rock Stars  | Maths Circle Ltd  |
| Numbots  | Maths Circle Ltd  |
| Nessy (reading)  | Nessy Learning  |