

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	Priorswood Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	C Ellis
Pupil premium lead	C Ellis
Governor / Trustee lead	Mark Brierley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101,994
Recovery premium funding allocation this academic year	£ centralised
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

*Our strategy is intended to:*

- *be ambitious in closing the gap or significantly narrowing the gap between disadvantaged pupils and others;*
- *increase parental engagement and contribution in and to their children's learning, particularly in reading*
- *support children and their families, where past and present trauma is impacting on their SEMH, enabling them to be resilient and adopt a positive approach to behaviour for learning*
- *secure high rates of attendance and punctuality;*
- *continue to raise the level of expertise in successfully closing the gap for our most disadvantaged pupils across all members of the school staff*
- *promote and develop language and communication*
- *increase a passion for reading*

*Our strategy relies upon:*

- *high quality teaching and learning from Nursery to Y6;*
- *relentless focus on the small steps in each child's learning using the PiXL PLCs to assess and monitor progress in developing the mastery and fluency within Reading, Writing and Maths;*
- *extensive knowledge of the children's needs and their family contexts;*
- *active engagement with parents to access support from statutory and voluntary sector support.*

*Our strategy is underpinned by:*

- *the Redstart Partnership Trust's vision for every child is to leave primary education able to read and have a love of learning*
- *the Trust's values of of Courage, Compassion, Collaborative Service and Excellence;*
- *an inclusive approach which provides access to the breadth and richness of the curriculum for every child*
- *access to CPD for all staff to enable them to be the best they can possibly be everyday, in every lesson, in and out of the classroom.*

## Challenges

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

Challenge number	Detail of challenge
1	Poor levels of attendance - our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
2	Historic and current paucity in levels of parental engagement/ support for learning at home/ low aspirations within the local community
3	Trauma in children's lives
4	Underdeveloped oral language skills and vocabulary gaps amongst disadvantaged children
5	Gaps in children's learning due to the pandemic have affected children's academic progress and social well-being.

## 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
Attainment gap between PPG children and others is closed or significantly narrowed	Children are close to or at national average at the end of the key stage.
Attendance of PPG children is at national average or above for all children	Improved attendance results in data being in line with the school average (96%)
Parental involvement in their children's learning is increased and results in impact on children's outcomes	Children's attainment will improve - knowledge organisers will be sent home and children quizzed regularly/reading at home improved fluency. Zones of regulation shared and used by parents as well as used in school - evident when speaking to parents.
Children's SEMH needs are met and behaviour for learning is good in every lesson every day	Low level distractions are reduced in all lessons. Behaviour for learning will show an improvement through learning walks. Needs will be met -evidence in less disruptive behaviour in class
Improved oral language skills and vocabulary.	Vocabulary and sentence stems evident in speaking to children and written recording of learning.

## 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: £32,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language and vocabulary training and planning support.	EEF findings +6 months. Very high impact for very low cost based on extensive evidence.	4,5
Oracy and language development for class teachers	Oral language interventions - high impact (+5 months) low cost (EEF)	4, 5
Curriculum, reading, writing and maths planning and in class support to provide high quality teaching and feedback.	EEF findings +6 months. Very high impact for very low cost based on extensive evidence.+6 months.	4, 5
ELSA	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Social and emotional learning - moderate impact (+4 months) moderate cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	3, 5
School and Trust CPD programme	Reading comprehension strategies - high impact (+5 months) low cost Mastery learning - high impact (5+ months) low cost Oral language interventions - high impact (+5 months) low cost (EEF) Incremental Coaching and Mentoring Programme	4, 5

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

Budgeted cost: £ 60,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring - children who have been impacted by the pandemic	Teacher delivery - EEF research +5 months	2, 4, 5
Small group interventions - RWM	Feedback - very high impact (+8 months) low cost (EEF) Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Reading comprehension strategies - high impact (+5 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF) Within class attainment group - moderate impact (+3 months) very low cost (EEF) Small group tuition - moderate impact (+4 months) moderate cost (EEF)	4, 5
Small group and 1:1 interventions -	Early years interventions - high impact (+ 5 months) very high cost (EEF)	4
Immediate catch-up intervention delivered by LSA	Research shows that LSAs delivering targeted support/interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four months' progress (EEF)	4, 5
Small group and 1:1 interventions - phonics	Feedback - very high impact (+8 months) low cost (EEF) Mastery learning - high impact (5+ months) low cost (EEF) Phonics - high impact (+4 months) very low cost (EEF)	4, 5



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

Budgeted cost: £9,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Metacognition and self-regulation - very high impact (+8 months) low cost (EEF) Social and emotional learning - moderate impact (+4 months) moderate cost (EEF) Behaviour interventions - moderate impact for low cost (EEF)	3, 4, 5
After school activities	Collaborative learning - high impact (+5 months) low cost (EEF)	1, 4, 5

**Total budgeted cost: £ 102,399**

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 2022 to 2023 academic year.

### KS1 results EXS

The gap is closing between PPG and non-PPG. There is a 1% difference in combined scores, 3% difference in reading scores and in writing children are achieving 9% above those that are non-PPG.

Reading - 62% all

Writing - 48% all

Maths - 69% all

### KS2 results EXS

In reading PPG children are exceeding non-PPG by 7%.

Reading - 60% all

Writing - 40% all

Maths - 52% all

### GLD results EXS

40% all

### Phonics results EXS

68% all

60% PPG

## 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*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See above
What was the impact of that spending on service pupil premium eligible pupils?	See above

## Further information (optional)

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

*Priorswood Primary School is currently focusing on language development and has been delivering guided reading using a new language rich focus. Sentence stems are evident in all classes and teachers are using initiatives such as 'SHAPE How We Talk' (we speak in full Sentences, keep Hands away from face, Project our voice and maintain Eye contact), Mastery Manners and Somerset Total Communication, pupils are more confident and articulate. The school recognises that it is in the top 10% of the most deprived areas in the country. Our staff restructure will allow more support in class to improve/maintain high quality teaching and learning.*

