

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Prior's Mill
Number of pupils in school	453 plus 51 in Nursery
Proportion (%) of pupil premium eligible pupils	14% 64 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K Huddart Acting Headteacher
Pupil premium lead	C Richards Acting Deputy Headteacher
Governor / Trustee lead	L Lazell Co-opted Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79 145
Recovery premium funding allocation this academic year	£ 5 654
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	£ 84 799

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## PART A: PUPIL PREMIUM STRATEGY PLAN

### Statement of Intent

At Prior's Mill we strive for our Pupil Premium children to achieve at least in line with non-pupil premium children. We encourage our Pupil Premium children to have attendance and punctuality in line with non-pupil premium children. We will provide opportunities for Pupil Premium children to take part in extra-curricular activities and clubs. We want to instil a love of learning in our Pupil Premium children and for them to become independent, resilient learners.

We proactively address any gaps in knowledge and skills, ensuring Pupil Premium pupils can take advantage of the opportunities and experiences we provide for them. We provide our Pupil Premium children with a broad curriculum, rich in cultural capital. We remove barriers and ensure Pupil Premium pupils and staff members have high expectations. We audit, review and set targets to ensure we maximise the outcomes for Pupil Premium pupils.

Our actions and priorities are informed by evidence-based research and targeted to known needs. Our plan is monitored, evaluated and adjusted according to impact. The Pupil Premium strategy plan is championed by the Pupil Premium Lead and ownership is shared by teaching staff.

### Challenges

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

Challenge number	Detail of challenge
1	Individual gaps in learning mean that last year, in 5 out of 6 cohorts, less than 40% of our Pupil Premium children reached age related expectations in Combined Reading, Writing and Maths.
2	PP attendance continues to be lower than non-PP. For Academic year 2021-22, PP attendance was 91.2% and non-PP was 93.9%. Currently in school, there are a group of PP children who have significantly low attendance (11 out of 64 17%) below 90% for academic year 2021-22. Punctuality of 7 PP children is lower than expected.
3	Some children have limited wider life experiences and/or opportunities outside their school environment. This can impede their social development, emotional well-being, resilience and engagement with learning opportunities.
4	Some Pupil Premium children (12) have the additional challenge of SEND needs. Therefore, provision for these children is carefully targeted to meet their specific learning needs.

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## 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
Ensure high quality and personalised teaching continues to improve standards.	Age related outcomes in reading, writing and maths for children in receipt of pupil premium funding are in line with their non-PP funded peers (school target of 75% per cohort) and/or there is robust evidence of strong progress.
Increase attendance of PP pupils.	Pupil premium attendance is in line with national expectations. Persistent absenteeism of pupil premium children is significantly improved.
Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.	Increased participation of PP children in a range of quality opportunities and activities which support their personal development, resilience and engagement with the wider curriculum.

## 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.

**Budgeted cost: £3000**

Activity	Evidence that supports this approach	Challenge addressed
Quality CPD is carefully matched to meet the needs of pupils and staff development.	The EEF Guide to the Pupil Premium states that: 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'	1, 4
PP Lead to hold progress meetings with Teachers to monitor progress of PP children.	Feedback from PP lead will increase teachers' awareness of planning for and meeting the needs of the PP children. Teachers will then in turn, provide feedback on progress and next steps. EEF states that "A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle."	1, 4
Improving accuracy of assessment and feedback.	EEF states that "formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address)."	1, 4

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

Budgeted cost: £ 79299

Activity	Evidence that supports this approach	Challenge addressed
<p>Targeted teaching to address gaps and barriers through TA support and interventions in each class</p> <p>Additional teacher 0.8</p> <p>Tutoring</p>	<p>EEF states that “Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress”</p> <p>EEF states “Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better”.</p> <p>EEF states “There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.” and “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.”</p>	1, 4

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge addressed
<p>Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.</p>	<p>EEF states that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education” and “enrichment approaches can directly improve pupils’ attainment”</p>	3
<p>Pupil Premium Lead to monitor the attendance of children and persistent absenteeism. Interventions / removal of barriers to be actioned depending according to need.</p>	<p>In order for PP children to access all of the above strategies, they need to be present in school as much as possible and also attend punctually.</p> <p>According to the Department of Education report The Link Between Absence and Attainment at KS2 and KS4, “overall absence has been shown to have a statistically significant negative link to attainment.”</p>	2

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## 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 2021 to 2022 academic year.

<b>Ensure high quality and personalised teaching continues to improve standards.</b>	
<i>Age related outcomes in reading, writing and maths for children in receipt of pupil premium funding are in line with their non-PP funded peers (school target of 75% per cohort) and/or there is robust evidence of strong progress.</i>	
Quality CPD is carefully matched to meet the needs of pupils and staff development.	<p>Work continues in school to improve standards in teaching and learning. A new phonics scheme is in place (Little Wandle) and training has taken place with staff including all TAs across the school to ensure children in KS2 who still need phonics can be catered for.</p> <p>The English lead has been supported by external consultants to deliver training and monitoring on a new Reading scheme. This scheme is now in place to ensure reading needs of all children are met in KS1 and KS2.</p> <p>Alongside this new Reading scheme, the school has implemented the use of Accelerated Reader to further enrich the Reading experience for the pupils. A new English Writing scheme has been put in place, this has been monitored and follow up training implemented. A new teaching sequence is in place.</p> <p>Music training has taken place to improve practical ideas for teachers to teach the subject. Teachers are using the new practical ideas to teach the music curriculum and appraising music and recording these using a new method which is consistent across the school.</p> <p>As a result of the implementation of all the above training, the teaching staff are now delivering teaching in these subject areas with consistency across school and with a higher level of competency.</p>
PP Lead to hold progress meetings with Teachers to monitor progress of PP children.	<p>Head and deputy have held progress meetings with teachers – PP children are highlighted on the tracking sheets.</p> <p>New targets have been set up targeted at groups of children who need specific intervention. As a result of this, teachers have increased awareness of the Pupil Premium children in their class and they have been highlighted to ensure they receive the correct support and intervention to keep them on track with their learning.</p>
Improving accuracy of assessment and feedback.	<p>New marking code in place for English to aid feedback so feedback is more focussed.</p> <p>New writing and maths assessment sheets for each year group, training provided therefore assessment is more accurate.</p> <p>Both of these strategies have ensured that teaching is targeted to meet the needs of all learners to boost progress.</p>
Targeted teaching to address gaps and barriers through TA support and interventions in each class.	<p>Through pupil progress meetings, interventions are targeted and progress of children monitored to ensure gaps in learning are addressed and interventions are tailored to meet the needs of all children who require them. This has increased pupil / teaching contact time and focussed resources in the area of most need.</p>
Additional teacher 0.3	0.3 teacher worked each morning delivering sessions to small groups of Y6

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<p>And use of the National Tutoring Programme.</p>	<p>children. Some of the children in the groups were pupil premium who benefitted from smaller group sizes and therefore more direct contact with a teacher. The remaining PP children remained in the classroom with their teacher and teaching assistant but also benefitted from a reduced class size due to a number of children working with the 0.3 teacher.</p> <p>The progress of the different children was carefully monitored and the teacher worked with different children throughout the year to target specific gaps in learning.</p> <p>NTP Tutor has delivered 1:3 small group lessons x 10 hours weekly to 30 children. Again, the children in school were monitored to ensure we targeted the children who benefit from the additional provision.</p> <p>2022 SATs results show that the Disadvantaged Gap analysis for Combined Reading, Writing and Maths for children working at the expected level or above is -9.2%, compared to -19.9% Locally and -22% Nationally.</p> <p>Although it is difficult to compare this to previous data, the Gap for school in 2019 was -40.3%</p>
<p><b>Increase attendance of PP pupils.</b>  <i>Pupil premium attendance is in line with national expectations. Persistent absenteeism of pupil premium children is significantly improved.</i></p>	
<p>Pupil Premium Lead to monitor the attendance of children and persistent absenteeism.          Interventions / removal of barriers to be actioned depending according to need.</p>	<p>Attendance for 2021-2022          Non-pp 93.86% PP 91.15%</p> <p>12 children have attendance less than 90%</p> <p>Attendance continues to be an area we need to improve despite School Attendance officer, working with school admin and PP lead has been in contact with families who are persistent absentees.</p> <p>New measures are to be put in place including free use of breakfast club and after school club for PP children. Autumn 2022 data shows that 7 of the 12 children have an improved level of attendance.</p>
<p><b>Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.</b>  <i>Increased participation of PP children in a range of quality opportunities and activities which support their personal development, resilience and engagement with the wider curriculum.</i></p>	
<p>Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.</p>	<p>A number of PP children have been able to access extra-curricular activities; Y3/4 football running again from January – 5 places allocated to PPG at 50% subsidy and Y5/6 dodgeball starting in January – 5 places allocated to PPG at 50% subsidy.</p> <p>AN online Art club took place during Autumn term and was offered to all Y2 to Y5 children. PP children were targeted to join in (phone calls were made to parents / carers) and offered any resources required, this resulted in 20 PP children taking part in the club.</p> <p>Targeting PP children has seen an increase in participation t afterschool clubs for these pupils, many of who have not attended any after school provision before. Although difficult to measure, those children who have attended have really enjoyed the experiences and this we have seen an improvement in their self-esteem and mental health.</p>

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## Externally provided programmes

Programme	Provider
Times Table Rockstars	
See Saw	
Little Wandle	

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£310 x4 £ 1240. The money contributed to the employment of Teaching assistants across the school.
What was the impact of that spending on service pupil premium eligible pupils?	Teaching assistants help to deliver smaller group interventions both academic and mental health based. These interventions help support our service children and ensure their needs are met.

## Further Information

We are running a breakfast and after school club available free to PP children.

All trips for PP children subsidised at 50% cost.

Each PP child is entitled to a £30 uniform voucher and alongside this, we have a school uniform exchange.

PP children are chosen to represent the children on school council / debate team etc.

When any subject leaders complete work samples / pupil voice etc. PP children are always represented in the group.