

The Priory Parish C of E Primary School

Pupil premium strategy statement 2021-2022

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	The Priory Parish C of E Primary School
Number of pupils in school	204 (21-22)
Proportion (%) of pupil premium eligible pupils	120 (60.3%) (September 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 30 June 2021 (5/12ths of current academic year) 30 September 2021 (7/12ths of previous academic year) 31 December 2021 31 March 2022	2021-2022 2022-2023 2023-2024
Date this statement was published	28 th September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Greg Edwards
Pupil premium lead	Greg Edwards
Governor / Trustee lead	Paul Bentley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; £1345.00 per pupi	£188,610
Recovery premium funding allocation this academic year;	£17, 133
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	£205, 743

Part A: Pupil premium strategy plan

Statement of intent

Pupils at The Priory Parish C of E Primary School will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for disadvantaged pupils to have access to a wide range of interventions and opportunities in school to meet their needs,

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at our school.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Improve reading skills and influence reading for pleasure.
2	Access to high quality adult support via targeted interventions.
3	Improve oral language and vocabulary skills through Oracy 21.
4	Enhance basic numeracy fluency
5	Continue to develop Well Being opportunities to support Social, emotional and Mental Health needs.
6	Disadvantaged pupils have lower overall attendance.

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
Pupils make at least expected progress in reading, writing and maths.	Gap will narrow in progress made between PP and non PP. This will be at least in line with national averages but we aspire to more.
Increase overlearning and reinforcement in reading and maths at home and school.	Our statutory and internal data is at least in line with national averages for progress.
Pupils access a wide range of interventions to meet their needs and SEN – particularly speech and language.	As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.

<p>SLT, including the Pastoral Lead, develop a programme of learning/engagement opportunities for parents.</p>	<p>Parents indicate through surveys that there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Learning behaviours are improved in school due to behaviour support in the home. This is measured through annual increases in the 9 strands of the PASS assessment.</p>
<p>PP attendance increases.</p>	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p>
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>PE passport data shows 80% or more of pupils participating regularly in enrichment activities.</p> <p>Social skills, independence, perseverance and team work are developed.</p> <p>Upper Key Stage 2 residential attendance is high.</p>

Activity 2021-2022

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: £9,500 (5%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching: Ongoing – Quality First Teaching for all. CPD to improve phonics teaching and reading	Use of Teacher Development Trust to support CPD and enquiry based approaches. Ensure all relevant staff (including new staff) have received training to deliver the Read Write Inc phonics scheme effectively and to include new phonic books to send home/ share in class. This cascades to include TA's	1 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions): Budgeted cost: £144, 042 (76%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading for pleasure- Accelerated Reader Reading celebration, rewards, targets	<i>According to Arlington et al 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'. 15 minutes or more a day significantly boosts reading ability- Renaissance Learning study.</i>	1 3 5
<i>Reading, Writing and Maths interventions; Pre-trach/ same day/ specific skill based intervention.</i>	Establish small group interventions for disadvantaged pupils falling behind age-related expectations. Groups of no more than 4 receive intervention for 30 minutes at least 3 times a week. – EEF guidance on effective catch up. We have employed a full time TA2 to support RWI and do 1 – 1 work in the afternoons as part of the catch up. (£17, 172 funding – school costs - £20, 172)	2 3 4 5
<i>Vocabulary and language enhancements –</i> Continue to implement Helen Bibby language intervention in Early Years.	Specialists modelling and working alongside staff has greater impact on student progress from staff surveys.	3 5

<p>Talk About Town Speech and Language therapy.</p> <p>Educational Psychologist</p>	<p>Speech and language is one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.</p> <p>Speech and language data shows that if gaps in language are targeted then progress is accelerated.</p> <p>Highly qualified professional help allows us to be supported to deliver recommendations whilst also able to get targeted help in for pupils.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing): Budgeted cost: £ 35, 000 (18%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with families – Using Class Dojo platform to share communication, targets and achievements. Full time Pastoral Lead to engage with families Family Support Worker from Caritas Life Long Learning to provide support with courses</p>	<p>Parent Surveys EEF toolkit – parental engagement</p>	<p>2 3 5</p>
<p>Improving attendance and readiness to learn for the most disadvantaged pupils.</p>	<p>Evidence is clear that pupils with the highest attendance make the most progress.</p>	<p>1 2 3 5</p>
<p>Ensuring the children have access to a healthy, nutritious breakfast.</p>	<p>Breakfast club Evidence is clear that children who are hungry in school find it difficult to regulate their emotions, concentrate and learn.</p>	<p>5 6</p>
<p>Cultural Capital experiences promoted throughout the curriculum. Reduction of costs for children on trips e.g. residential to Conway. Outdoor learning heavily encouraged – e.g. history/geography trip to Wales.</p>	<p>Learning is contextualised for the children in concrete experiences and language rich environments. Pupils attendance, enjoyment and engagement with school is reflected in surveys. EEF – sports participation increases educational engagement and attainment. EEF – outdoor learning shows positive benefits on academic learning, self confidence and mental health.</p>	<p>1 3 5 6</p>

Total budgeted cost: £ 188,000

Part B: Review of outcomes 2020-2021

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Reading assessments conducted in September 2020 and September 2021 show the following average progress in reading age for students.

Year 2 – 9 months

Year 3 – 11 months

Year 4 – 9 months

Year 5 – 12 months

Year 6 – 11 months

Maths – Mean Average Scaled Score of the class 2020 – 2021 (100 is the average)

Year 6 – Autumn 2020 – 95.4 - Summer 2021 95.1

Year 5 – Autumn 2020 - 109.3 - Summer 2021 112.2

Year 4 –Autumn 2020 – 100.6 - Summer 2021 101.3

Year 3 - Autumn 2020 – 108.6 - Summer 2021 95.5

Year 2 - Autumn 2020 – 111.2 - Summer 2021 104.3

Leading up to lockdown in March 2020 pupils were fully engaged in a wide range of trips and experiences. Year 6 had been to the Conway Centre in which the children had vastly reduced contributions to. They participated in many clubs and PE activities including for the first time Cross Country running across the borough.

Our Pastoral Lead and SLT supported our community throughout lockdown ensuring they could access work – paper or computer based; had enough food and that the children were safe. This was done via phone calls or visits to the house. Our staff continued their devotion to the children’s learning with weekly calls, live learning and visits. Good communication allowed us to pick up early any families who needed additional support and act upon it quickly. We were also able to get most of our more vulnerable children into school – our Pastoral Lead worked tirelessly to ensure their attendance was good throughout.

Staff – including support assistants – regularly delivered their interventions using zoom.

Our family support worker from Caritas continued her work – virtually – with several families; supporting them emotionally as well as physically in the form of food, furniture and even sorting out repairs during this difficult time.

2020-2021:

School Governors approved match funding (using some school reserves) to exceed government funding to enable us to accomplish all of the above.