

# Pupil premium strategy statement

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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	Primley Wood Primary School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 – 2 years
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Debbie Westwood
Pupil Premium Lead	Debbie Westwood
Governor / Trustee lead	Rashpal Sagoo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,165
Recovery premium funding allocation this academic year	£8,990
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	£99,155

# 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 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.

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

## 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
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 non-disadvantaged 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 who are 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 are deemed to be 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.

<p>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 identified needs.</p>	<p>Children with SEND make effective progress from their starting points as evidenced by observations and data. They are exposed to the same curriculum offer, which is adapted to meet their needs where appropriate.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p> <p>Support for families is provided by the pastoral team and cluster support where required.</p>	<p>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.</p>

## 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: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop the role of the Safeguarding, Attendance and Pastoral Lead. Invest in the Judicium Safeguarding Education Package to support staff CPD and implement effective policies and procedures in school.	Evidence taken from the EEF Toolkit: <i>'When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their ability to learn. By improving staff's understanding of the impact on adverse and stressful experiences, more can be done to improve and build children's resilience.'</i>  <i>'Social and emotional learning Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average.'</i>	1, 2, 5
Continuous professional development for all staff with a particular focus on early reading and phonics and the whole school reading offer.	Evidence taken from the 'EEF Guide to the Pupil Premium' June 2019: <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.'</i>	3, 4, 6
Recruitment of a full-time SENCO.	Accessing an experienced SENCO 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 and is an exemplar for high quality SEND provision.  <i>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.'</i>	1, 3, 4,
CPD and support for Early Careers Teachers (ECT)	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, 6

<p>CPD for all staff with a focus on addressing the needs of disadvantaged children.</p>	<p>“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. Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.’ (EEF, 2018)</p>	<p>4, 6</p>
<p>Funding for cover to enable detailed pupil progress meetings to take place.</p> <p>Teachers held accountable by senior leaders during robust and rigorous pupil progress meetings. Pupils who are not making expected progress are identified and necessary interventions are implemented and reviewed regularly for impact.</p>	<p>“Teaching effectiveness is a strong predictor of pupils’ progress throughout school and having a succession of strong or weak teachers can have lasting effects.” (Muijs et al, 2014; Reynolds et al, 2014; Kyriakides &amp; Creemers, 2008; Muijs &amp; Reynolds, 2003; Sammons et al, 2009).</p>	<p>4,6,7</p>

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase The Power of Reading scheme to ensure children are exposed to high quality texts to enhance the reading offer across the school.</p>	<p>EEF - + 6 months</p>	<p>4</p>
<p>Purchase the Little Wandle scheme for phonics and early reading.</p>	<p>DfE guidelines suggest that a structured systematic phonics scheme must be linked to the reading scheme for children to learn and rehearse phonics. A clear reading strategy in place that focuses on vocabulary will also support pupils to make the right choices in their written work. (OFSTED action Dec 2019).</p>	<p>4</p>

Teaching Assistants to support vulnerable groups in classes and to lead appropriate interventions following high quality CPD.	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 demonstrate this makes a difference to understanding and vocabulary 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 Tutoring Programme Support	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
Purchase of standardised diagnostic assessment (NTS) Support for teachers and ECT's 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
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: £20,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Continue to provide subsidised transport and breakfast club to address attendance and punctuality issues.	This impacts on attendance and wellbeing as children are on time and ready to learn. 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 children and to address issues around cultural capital	OFSTED Framework Early Years Alliance Research	7, 8
Subsidise the Y6 residential to ensure all children are able to attend.	As above	7, 8
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 create 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 2022 to 2023 academic year on our disadvantaged pupils.

#### Results for disadvantaged children (14 pupils) in KS2

SUBJECT	AT + NUMBER	AT + PERCENTAGE	GDS NUMBER	GDS PERCENTAGE
GPS	13 / 14	93%	6/14	43%
READING	13/14	93%	3/14	21.4%
MATHEMATICS	12/14	86%	4/14	29%
WRITING	11/14	79%	2/14	14.3%
COMBINED R, W, M	10/14	71.4%	2/14	14.3%

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.

**The score for at expected level is 100-110.**

**Maths – 9 pupils scored 105 or more marks.**

**Reading – 7 pupils scored 105 or more marks.**

**GPS – 10 children scored 105 or more marks.**

### 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
Noodle Now	E-Learning CPD for EYFS Staff
Insight Tracker	Online Tracking System
Judicium Safeguarding Package	Judicium Education

