



Pupil premium strategy statement

Year 3 of 3

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

Detail	Data
School name	Priory Fields
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (2023-24)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kelly Brown
Pupil premium lead	Casey Hall
Governor / Trustee lead	Henry Coates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304430
Recovery premium funding allocation this academic year	£ 29435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan- Statement of intent

At Priory Fields School we are focused on all children reaching their full potential and ensuring that any disadvantaged child is empowered to succeed. We want to ensure that pupils from disadvantaged backgrounds are fully equipped and prepared for secondary school and regardless of their financial background are able to achieve to their full potential in the knowledge that they are valuable contributors to society. We have used the Educational Endowment Foundation Guide to Pupil Premium (June 2019) to help us identify how we can maximise our funding for the benefits of pupils.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that have been identified as needing support.

Additionally, with the school being in a highly deprived area with 62% of pupils eligible for PP funding we acknowledge that improving outcomes for all pupils will also improve outcomes for our disadvantaged pupils.

Often there are many barriers to learning for our disadvantaged pupils before learning can take place and the Pupil Premium Funding will be used to support wellbeing, physical health, personal development, social, moral, spiritual and cultural development to ensure that each one of our children gets the best start in life enabling them to access learning and everything that school can offer to the full.

We use our Pupil Premium funding to achieve these goals by:

- Ensure quality first teaching across the school is at least good leading to good learning. Robust monitoring ensures that all children are engaged, supported and challenged in order to make excellent progress.
- Finding solutions to ensure that children from disadvantaged backgrounds attend school regularly and with the same attendance as to those who are not considered disadvantaged.
- Provide opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.
- Providing 'life experiences' and opportunities that our disadvantaged children may not usually have access, equalising opportunities for those from disadvantaged backgrounds to those not disadvantaged.
- Supporting pupils, parents and carers emotionally and in times of need in order to help them to deal with the pressures of today. This would involve subsidised school uniform, someone to support and signpost, food parcels, counselling sessions for pupils and their families with emotional needs. Access to breakfast and after-school clubs to support families.
- Providing SEN provision which identifies need as early as possible, providing targeted or specialist support going above the main universal offer to ensure that every child is catered to and has their needs met. 34% of all pupils have SEND of which 73% of those children entitled to pupil premium.
- Instilling positive well-being to provide a conducive climate for learning and empowering children to be ready to learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and Achievement</p> <ul style="list-style-type: none"> • 80% of children enter school with a low level of oral language and early reading skills (2020-21) • Reading, writing and mathematics achievement is not at national levels in KS2. • 45% children in Y1 did not pass the PSC.
2	<p>Attendance and Punctuality issues.</p> <ul style="list-style-type: none"> • Attendance and punctuality of Pupil Premium children is generally lower than their peers. 32%% of PP children are considered persistent absentees (compared to 16% of non PP children.) • Cultural barriers impact the attendance of our EAL and GRT pupils.
3	<p>Home Environment</p> <ul style="list-style-type: none"> • There are a number of social and economic challenges faced by families, such as housing, getting the children to and from school, getting back into routines and the lack of literacy skills within the family unit which is particularly prevalent within our EAL families. • Parental mental health is a factor that impacts upon pupils' mental health having a negative impact upon pupil's readiness to learn and the support they receive within the home environment. A higher proportion of our disadvantaged children have experienced Adverse Childhood Experiences than those from non-disadvantaged backgrounds..
4	<p>Behaviour, Physical Health and Well-Being</p> <ul style="list-style-type: none"> • Pupil Premium children often present with social, emotional and mental health needs and are more likely to require support with their physical and mental health. (Of our 59 children with SEND, who are identified as SEMH as their prime area of need, 39 are entitled to the PPG – 66%) Pupils are not always able to self-regulate and additional support is needed to enable them to continue to access education.
5	<p>Equal Opportunities and Cultural Capital</p> <ul style="list-style-type: none"> • Pupil Premium children are more likely to have fewer opportunities outside of school and less aspiration for their futures.

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.

3 Year Plan- Second year

Intended outcome	Success criteria
Improve early reading and oral language skills for all children.	<p>The achievement of Pupil Premium children in EYFS meeting GLD will match or exceed expected levels by 2024/25.</p> <p>Receptive and expressive language skills of children at the end of EYFS will be in line with their age and stage of development.</p>
Pupils make good progress through the phases of phonics in KS1 ensuring readiness for the challenge of KS2 reading.	<p>The number of pupils passing the Yr 1 phonics check will increase to at least 65% in 2024.</p> <p>Our chosen validated phonics scheme will be delivered ensuring that most children will be fluent decoders by the end of Year 2.</p>
All Pupils to make good progress from starting points and improved attainment in Reading and for Pupil Premium children to be in line with non-disadvantage pupils 2024/25	<p>KS2 outcomes 2024 64% for reading and 60 PP % (expected or above)</p> <p>KS2 outcomes 2024/25 70% for reading and 80% PP (expected or above)</p>
Pupils to make good progress from starting points and improved attainment in Writing and for Pupil Premium children to be in line with non-disadvantaged pupils 2024/25	<p>KS2 outcomes 2023 70% for writing and 60% PP (expected or above)</p> <p>KS2 outcomes 2024/25 85% for writing and 75 % PP (expected or above)</p>
Pupils to make good progress from starting points and improved attainment in Maths and for Pupil Premium children to be in line with non-disadvantaged pupils 2024/25	<p>KS2 outcomes 2023 72% for maths and 65% PP (expected or above)</p> <p>KS2 outcomes 2024/25 80% for maths and 75% PP (expected or above)</p>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils and those who are learning English as an additional language.	<p>All pupils, including Pupil Premium, will achieve 93% + attendance by the end of 2022 – 2023.</p> <p>All pupils, including Pupil Premium, will achieve 96% + attendance by the end of 2024 – 2025</p> <p>A system to closely track and analyse pupil punctuality will be established by the end of 2023-24.</p> <p>The vast majority of pupils, including Pupil Premium, will achieve 96%punctuality by the end of 2024 – 2025.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Pupils are able to recognise a range of emotions and how enabled in using the Zones of Regulation. • Thrive Data • Increased participation in enrichment activities, particularly among disadvantaged pupils.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teaching and learning through training and employing school (Trust) improvement leads with responsibility for curriculum and teaching and learning. Both leads support the development of the curriculum and pedagogy to ensure quality first teaching.</p>	<ul style="list-style-type: none"> • Teaching the right things to the right pupils at the right time is evident to ensure logical, systematic and engaging learning for all. • All children are able to access quality first teaching of a high standard – ensuring that learning time for all pupils is maximised. • High expectations are demonstrated through modelled learning. • Through our new approach to the curriculum children have access to a range of opportunities and experiences to improve their cultural capital including the 'The Learning Lift Off' and the 'Learning Landing'. • The teaching and learning strategy ensures that vocabulary development across all areas are planned for. • Assessment through a range of approaches which are recommended in our teaching and learning strategy ensures that teachers understand children's next steps and any potential barriers to learning. • Lesson deliver is in-line with our Teaching and Learning Strategy and the context of their class. • Explicit teaching ensures that knowledge is learned and skills developed. • The culture of each classroom is one that inspires, engages and challenges instilling a thirst for further learning. 	<p>1,5</p>
<p>Monitor and review the impact of the assessments made according to the assessment timelines</p>	<ul style="list-style-type: none"> • Longer PPA – time often spent on planning with little opportunity for assessment tasks • ICAPE (2022) says that formative assessment to help children's learning and, as part of this, that the right kind of feedback from teachers to pupils has a powerful effect on pupils' learning 	<p>1</p>
<p>Further develop and continue to embed the systematic teaching of phonics including</p>	<ul style="list-style-type: none"> • Research from Education Endowment Foundation (EEF) shows that the teaching of phonics has a positive impact (+5months) and is an important 	<p>1</p>

modelling, training and review of provision and the SEN/Catch Up programmes.	component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Implementation of a whole school oracy project, to develop pupil's confidence, fluency and capacity to learn.	<ul style="list-style-type: none"> High impact of up to 6 months' additional progress can be achieved by implementing a systematic oral language approach as shown by research from the EEF. 	1

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

Budgeted cost: £ 120000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring – targeted interventions from class-based staff informed by regular assessments and keeping group sizes small.	Guidance from the DFE (School-Led Tutoring, Sept 2021) shows that tutoring is one of the most effective tools for helping pupils recover lost education. This will be most effective when linked to Classroom practice and delivered by school staff.	1
Teaching Assistant to implement the Nuffield Early Language (NELI) with EYFS and YR 1 children to improve children's language and early literacy skills. Provide trained TA to deliver programme	Pupils arrive at school well below in their early language acquisition and research found that NELI children made on average 3 months of additional progress in language.	1
Three well-trained TAs to provide bespoke reading sessions for both individual and small groups to accelerate learning to expected levels.	Intensive small group tuition is effective for lower attaining groups.	1

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

Budgeted cost: £93865

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve mental health and well-being of pupils by providing the Thrive Approach as whole class provision.	<ul style="list-style-type: none"> Pupil well-being and mental health has been significantly affected by the effects of the Pandemic. All children need to be emotionally ready for learning to ensure good progress and good well-being. Children need to develop strategies to support their 	4, 5
To improve mental health and well-being for individual pupils by providing individualised Thrive approaches from highly trained practitioners.	<ul style="list-style-type: none"> Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes. 	4, 5
Provide SEMH mentors to support pupils who require support in self-regulation and provide nurture provisions.	<ul style="list-style-type: none"> With more children being affected by mental health and with increased social service involvement it is crucial that pupils' emotions are managed effectively to support learning and well-being. Research from EEF states that social and emotional learning approaches have a positive impact, on average 4 months' additional progress in academic outcomes. 	4, 5
Train and utilise Senior Mental Health Leads to audit current practice and form and action plan with a view to improving provision to all.	<ul style="list-style-type: none"> Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. (DFE) 	4,5

<p>Provide alternative provision for children who are unable to self-regulate at Curly's Farm for one day a week to encourage improved behaviour, good attendance and improved school engagement.</p>	<ul style="list-style-type: none"> • Pupils who are highly emotive are unable to access class-based learning. • Reduced timetables are used to ensure that children are able to continue to access education. • Pupils require motivation to reengage them with classroom learning. 	<p>1,2,3,4</p>
<p>Embedding principles of good practice set out in the DFE's Improving School Attendance advice and the Moments Matter Toolkit</p>	<ul style="list-style-type: none"> • Significantly reduced levels of attendance is impacting on outcomes for pupils. 	<p>2</p>

<p>This will involve a Trust wide working group to develop and implement new procedures and the appointing of an Attendance/support/FLO officer to improve attendance and the use of an attendance service to support school staff in the pursuit of improved attendance.</p>	<ul style="list-style-type: none"> Disadvantaged pupils are significantly more likely to have poor attendance to that of non-disadvantaged pupils. Support for EAL parents to understand the impact of poor attendance of children on their life chances. 	
<p>To continue to provide parent workshops and surgeries to support parental needs, such as help with routines, issues, literacy skills, translations for EAL families. Provide engagement and information sessions and SEND support groups. Attain the LPPA accreditation.</p>	<ul style="list-style-type: none"> Supporting parents through a parenting support group increases parental engagement. Working in partnership with parents has significant impact on pupil outcomes. 	3
<p>Provide enrichment and extracurricular activities, including after school and holiday clubs to improve mental and physical health.</p>	<ul style="list-style-type: none"> Enrichment and extra-curricular activities gives pupils the confidence to interact socially with others, extend their networks beyond existing friendship groups, and provide them with new skills and abilities. (Social Mobility Commission (2019)) 	5
<p>Provision of specialist music tuition from Specialist teacher.</p>	<ul style="list-style-type: none"> The Model Music Curriculum (March 2021) recognises the power of music to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to each other performing. Music can enrich each student bringing happiness and a sense of belonging. 	5

Total budgeted cost: £ 333865