



Prees CE Primary School
Pupil Premium Strategy Statement 2022-2023

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 children.

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	Prees CE Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	27% (45)
Academic year/years that our current pupil premium strategy plan covers	September 2022 to August 2025 (3 year strategy)
Date this statement was published	December 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Nicola Brayford
Pupil premium lead	Nicola Brayford
Governor lead	Dot Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,325.00
Recovery premium funding allocation this academic year	£ 6,525.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£68,850.00

Part A: Pupil Premium strategy plan

Statement of intent

Our Vision Statement:

We are a caring, supportive village school; underpinned by Christian values. We encourage all children to shine in a nurturing, creative environment.

We foster within our children a love of learning and in their own abilities in order for them to continue their journey as independent learners.

Underpinning the vision statement is a series of **aims**, the 'why' we do what we do, this is what we believe education is about.

As a school:

- We believe that we will provide a happy and safe learning community.
- We believe that we will nurture and inspire each other to achieve our best.
- We believe that we will strive to build independence and develop responsibility through a life-long love of learning.
- We believe that everyone will be motivated to achieve their full potential now and for their future.
- We believe that we will immerse everyone in exciting challenging learning through the delivery of inspirational and innovative opportunities.

Objectives for children in receipt of Pupil Premium:

- Diminish the difference between children in receipt of Pupil Premium and other children within the school and nationally.
- Support social and emotional well-being to enable the children to develop positive relationships and develop their attitude towards learning.
- Provide opportunities for children in receipt of Pupil premium to participate in wider life experiences.

Aims of our Pupil Premium strategy

- Ensure Quality First Teaching for all children.
- Provide targeted interventions to close the learning gap between disadvantaged and other children.
- Provide pastoral support when required to meet the emotional needs of children allowing them to engage with learning and make progress.
- Provide targeted support to ensure SEND children make expected progress.
- Increased participation by disadvantaged children in wider school activities, e.g. clubs, music lessons, residential visits.
- Parents will engage more readily with school. They will feel more supported to assist their children's emotional well-being and learning.

Key principles of the strategy plan

- To improve the quality of teaching and learning for all children, so that they learn more and remember more.
- To develop basic skills in reading, writing and mathematics.
- To develop a growth mindset; improve resilience and attitudes towards learning.
- To provide targeted interventions based on the needs of the individual.
- To develop children's love of learning through the provision of a broad, balanced curriculum and exposure to wider experiences.

- To promote the well-being of children through PSHE lessons, Elsa and pastoral support.
- To encourage attendance by developing strong relationships with families.

Challenges

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

Challenge number	Detail of challenge
1	Overall, disadvantaged children are not attaining as well as 'other' children in the core subjects.
2	Loss of learning due to two lockdowns.
3	Some children have social and emotional needs that impact on relationships, learning and progress. Lower academic aspiration inhibit progress.
4	Lower frequency of reading at home which leads to reduced literacy levels. Lower frequency of mathematic practice at home which leads to reduced numeracy levels
5	Attendance issues which impacts on progress and engagement in learning.
6	Emotional health and well-being.
7	Disparity between the opportunities some children in receipt of pupil Premium on the register have to experience school life, e.g. attend residential visits; clubs; play instruments etc.
8	Vocabulary deficit, which leads to general underachievement in all subjects, particularly reading and writing.

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure how they have been achieved.

Intended Outcome	Success Criteria
To ensure that KS 2 progress meets at least national expectation by July 2023 in reading, writing and GPS	Achieve expected levels in internal school data for reading, writing and GPS.
To ensure that KS 2 progress meets at least national expectation by July 2023 in maths.	To ensure KS2 progress reaches at least national expectations in mathematics by July 2022. Achieve national average progress scores in KS2 mathematics. Achieve expected levels in internal school data for mathematics.
Children will have a positive attitude to school and learning.	High engagement with families. Children accessing the wider curriculum enrichment opportunities. Attainment of children in receipt of Pupil premium demonstrate individual progress over time. Well-being will continue to grow with some children accessing 'Life Shed' and Elsa support.
To target the individual needs of the children so that they can access the whole	Pastoral support addresses barriers to learning. Engagement with families is positive and

curriculum.	consistent. All children make progress from their starting point.
To achieve and sustain well-being as the children move into school.	On entry parent/carers meetings with families established. Liaison with home and previous settings robust. Families made aware of policies and school practice on entry to school.
To develop the children's resilience to allow them to become more successful learners. To develop their ability to reflect and evaluate their own learning.	Improvements seen in the learning behaviours demonstrated by the children are evident through observations and pupil voice. Support children to develop metacognition strategies and a growth mindset. Children show that they are resilient and able to learn from mistakes. Children's attitudes to their education are positive. They are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.
Improve opportunities and life experiences for disadvantaged children so that there is parity with their peers. School will deliver an engaging, broad and varied curriculum.	Children have the opportunity to participate in extra-curricular activities and wider school life e.g trips, music tuition, clubs and residential visits. Children are equipped for school in order to fully access the whole curriculum. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery funding) **this academic year** to address the challenges listed above.

Equality of opportunity

Budgeted cost: £6,860

Activity	Evidence that supports this approach	Challenge number addressed
Financial assistance to families to pay for school visits. £1,100	EEF Toolkit: outdoor learning +4 and social and emotional learning +4; Extending School Time +3.	3 6 7 8
Provision of pastoral support through interventions such as 'Elsa' £3,000	EEF Toolkit: social and emotional learning +4;	3 6
Attendance support through regular meetings with the EWO (educational welfare officer) £300	EEF Toolkit: Parental engagement +3.	3
Promoting emotional and health and well-being. Support offered at whole class level through to targeted support when required. £ 700	EEF Toolkit: social and emotional learning +4.	3 6
Engaging families – time with staff £1,000	EEF Toolkit: parental engagement +4	3 6
Help purchasing uniform £ 760	EEF Toolkit: social and emotional learning +4; Parental engagement +3.	7

Teaching

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Improve the quality of teaching and learning in reading, writing and GPS. Work with English lead to develop high quality first teaching in English. Pupil progress meetings are used to identify gaps in children's learning. Daily spelling and handwriting lessons. Encourage wider reading, ensure that children have access to a broad range of texts. Purchase of Guided Reading books to support engagement and delivery of lessons.</p> <p style="text-align: right;">£6,000</p>	<p>The reading framework EEF Toolkit: Mastery Learning +5; metacognition and self regulation +7; feedback +8; collaborative learning +5; Oral Language Interventions 6+. Quality First Teaching. SEN Code of Practice</p>	<p>1 2 7 8</p>
<p>Quality first teaching of mathematics using a mastery approach tailored to the school's needs. Work with the Trust's Maths specialist to develop a mastery approach. High quality assessment of what children have and have not learned, pupil progress meetings to identify gaps in knowledge.</p> <p style="text-align: right;">£6,000</p>	<p>EEF Toolkit: Mastery Learning +5; meta- cognition and self- regulation +7;</p>	<p>1 2 7 8</p>
<p>Develop a broad and balanced curriculum which focuses on progress of knowledge and vocabulary in each subject.</p> <p style="text-align: right;">£2,000</p>	<p>EEF Toolkit: Mastery Learning +5; metacognition and self regulation +7; feedback +8.</p>	<p>1 2 7 8</p>
<p>Develop planning of blocks of learning to develop Retention of key concepts. Pupil progress meetings are used to identify gaps in pupil's learning. Maths – keep revisiting key concepts to develop fluency and recall.</p> <p style="text-align: right;">£3,000</p>	<p>+8; collaborative learning +5; Peer tutoring +5. Quality First Teaching. SEN Code of Practice</p>	<p>1 2 7 8</p>
<p>High quality assessment of what children have And have not learned; gap analysis from previous year. NFER and PIRA tests completed each term. Pupil Progress meetings used to identify gaps in children's learning.</p> <p style="text-align: right;">£1300</p>	<p>EEF Toolkit: Mastery Learning +5; metacognition and selfregulation +7; feedback +8</p>	<p>1 2 7 8</p>

Targeted Academic Support

Budgeted cost: £43,800

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Targeted English and mathematic interventions – depending on the needs of the child. Using 100% of the recovery funding and the remaining £1,680 from pupil premium funding. Targeted support will include small group tuition and 1 to 1 support where required.</p> <p style="text-align: right;">£5,000</p>	<p>EEF Toolkit: Teaching Assistants +1; small group tuition +4; one to one tuition +5; reading comprehension strategies +6</p>	<p>1 2</p>
<p>Ensure effective use of TAs to support interventions. Additional teaching assistant support for pupils in the classroom, including those who have issues around self esteem. TA's will also run intervention programmes based on class needs.</p> <p style="text-align: right;">£26,000</p>	<p>EEF Toolkit: Teaching Assistants +1; small group tuition +4 and one to one tuition +5.</p>	<p>1 2 3 4</p>
<p>Training provided for staff to ensure consistency of approach in developing children's phonic knowledge. Beanstalk reading sessions – the children will receive 2 1-1 sessions per week. Target Talk Boost sessions to develop vocabulary.</p> <p style="text-align: right;">£6,000</p>	<p>Small group +4 and one to one tuition +5; Phonics +5. Teaching of Phonics EEF</p>	<p>1 7 8</p>
<p>Reading the Game - Children will participate in additional literacy lessons and a football skills session.</p> <p style="text-align: right;">£1,500</p>	<p>Attainment and progress. EEF Toolkit: feedback +8; small group tuition +4; reading comprehension strategies +6.</p>	<p>1 2 5 6 7</p>
<p>Purchase resources to support the children's learning or social development. These will include reading materials to inspire a love of reading for children who are reluctant e.g. First News / Storytime magazine.</p> <p style="text-align: right;">£5,300</p>	<p>Attainment and progress. EEF Toolkit: mastery learning +5. EEF Toolkit: aspiration interventions. Enrichment activities promote children's emotional development and inspire a love of reading.</p>	<p>1 2 3 4 5 6 7 8</p>

Total budget £68,900

Part B: Review of outcomes from the previous year

This details the impact that our pupil premium activity had on our children in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021 results will not be used to hold schools to account.

2020/21 Pupil Premium Review

Throughout the pandemic, children continued to receive individual support, whether that was through additional pastoral care, targeted interventions, support of additional technology, support with transition and individual welfare support.

- Areas of need continue to be identified rapidly.
- Pastoral support in place both in class groups and specific targeted time.
- Spaces in school for children in receipt of Pupil Premium during lockdown.

Where additional support is required.

- Online platforms such as Seesaw are already well established to support children.
- The approach to supporting our children is consistent across all year groups and we know our children and families well.
- Family engagement is high.
- All children continued to make progress throughout 2020/21 but many did not make accelerated progress due to the extended time at home and engagement with home learning. Teachers recognise that parents/carers are not teachers, and all have additional demands on their lives and time at home. Children have been targeted and supported and curriculum has been adapted (not narrowed) to ensure children get the support they need to progress both emotionally and academically.

Service Pupil Premium Funding

Measure

How did you spend your service pupil premium allocation last academic year?

Detail

Due to our small numbers of children who receive service pupil premium funding we treat them as we do all children – targeted support to help them overcome any barriers to learning.
Pastoral support provided in school.
Gaps in attainment caused by moving schools are addressed.

