



Pupil premium strategy statement

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.

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

School overview

Detail	Data
School name	Pudsey Primrose Hill Primary School
Number of pupils in school	440 (Rec to Y6)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Kathryn Dickson Guy Gibson
Pupil premium lead	Kathryn Dickson
Governor / Trustee lead	Guy Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95150
Recovery premium funding allocation this academic year	£9425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£104575

Part A: Pupil premium strategy plan

Statement of intent

At Primrose Hill, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve Age related Expectation across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We ensure that all children have access to a broad and balanced curriculum, with the Owlcoates Elements providing additional opportunities and experiences to further support children's personal development.

We recognise that not all pupils who are socially disadvantaged qualify for free school meals and that not all pupils in receipt of pupil premium funding are socially disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged and/or are of a vulnerable nature. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. As 21% of pupils in receipt of pupil premium are also on the SEND register, support is needed in order to help them overcome additional barriers to learning. In Early Years we identify those pupils who have been in receipt of funded provision for two year olds as a group of vulnerable pupils, pending an allocation of Pupil Premium Funding. We also take account of those who have older siblings in school who are funded through Pupil premium as this is an indicator that pupils in EYFS may also be eligible by January in Reception class. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Common barriers to learning for disadvantaged children can be: Poor literacy, numeracy and communication skills, lack of confidence, lack of resources and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. Some disadvantaged children do not have access to experiences and information which provide a background for their learning, for example, some of our children do not benefit from experiences or conversations which provide 'general knowledge' which would help them to link different aspects of their learning (a narrow life experience). The challenges are varied and there is no "one size fits all."

The range of provision the Governors consider making for this group include and would not be limited to;

- Providing additional support in class as well as delivery of specific interventions in order to narrow the attainment gap.
- SEMH support, for children and in some cases families, in order to support children's readiness to learn, attendance and learning behaviours.

- Additional 'Catch Up' sessions, delivered by class teachers, using HLTA support.
- Pre-teach time allocated and carried out by support staff or class teacher
- Use of NTP and School-Led Tuition.
- Subsidise funding for visits, visitors, residential and other learning outside the classroom.
- Fund opportunities to learn a musical instrument, in addition to the music curriculum entitlement.
- Funding of online resources to support learning (times tables, reading etc)
- Allocation of support staff to enable social interactions and play during lunchtimes.
- Use of the schools' outdoor areas to support mental health and wellbeing.

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry to EYFS (Nursery and Reception) is low. There are significant challenges around language and communication and personal self-care.
2	Attainment of pupils in receipt of pupil premium is below that of non-disadvantaged pupils in statutory assessments.
3	Narrow life experiences have a significant impact on pupils' ability to fully access the curriculum and understand contexts for learning in many subjects.
4	SEMH difficulties associated with lower attendance, lateness and a readiness for learning.
5	Lack of access to home learning support and engagement in extra curricular activities.

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
Improved attainment for disadvantaged pupils - at least above national in reading, writing and maths.	The gap between disadvantaged and non-disadvantaged pupils is narrowed. Disadvantaged pupils achieve at least in line with national averages in statutory assessments.

Progress of disadvantaged pupils is increased in reading, writing and maths.	Progress for disadvantaged pupils is at least above the national average.
Pupils demonstrate improving language and communication skills from EYFS into KS1 and KS2.	Language and communication skills are well developed and disadvantaged pupils have made good progress towards the expected standard at the end of EYFS. This then translates into secure language and communication skills to support their understanding and learning in KS1 and KS2.
Pupils have retained the Essential Learning from all subjects taught across school and can retrieve knowledge and skills to demonstrate their understanding of the curriculum.	Pupils know more and remember more of what they have been taught across the curriculum. Pupils can apply their skills, knowledge and understanding across subjects and make links between their learning.
Pupils' personal development is improved and pupils develop a better understanding of their community (local, national and global).	Pupils experience a range of activities, tasks, visits and experiences that supports their personal development and understanding of their role as a citizen of the future, understanding the possibilities and opportunities on offer to them.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing ratio (EYFS) to support language and communication including NELI Programme intervention, training and resources.	Language and communication has been identified as a key area of need for pupils in EYFS. Additional staffing allows for more regular, high quality, adult interactions with children in order to develop language skills and vocabulary. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Additional support staff across key stage 2 to implement interventions and catch up sessions for the bottom 20% of pupils.	The additional staff will ensure that 'Project X code' is delivered across key stage 2 for those children that are not confident readers. This evidenced based phonics programme is linked to our early years/key stage 1 programme as both follow the Oxford levels. This intervention will support the children to close any phonological gaps in understanding and develop their reading fluency. Another strand of this scheme supports children to develop their language comprehension. This scheme improves the reading skills of children which is vital in improving outcomes across the curriculum.	1,2,4
Provision of HLTA for teachers to deliver catch up interventions	Internal assessments and monitoring has identified disadvantaged pupils have been most affected by school closures and pupil isolation. 21% of disadvantaged pupils are also on the SEND register. This is an additional barrier to their ability to catch up missed learning.	2,4,5
Effective CPD for specific interventions led by teaching assistants.	Assessments and monitoring has identified specific interventions to support pupil progress and attainment. There is a considerable training element to any intervention as it is essential that staff are well trained and confident to deliver the interventions as designed in order to maximise the potential benefits and gains for children.	1,2,3,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	Maths Leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including involvement in West Yorkshire Maths Hub	1,2

	<p>Teacher Research Group). The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	
<p>Purchase of standardised diagnostic assessment (NTS)</p> <p>Support for ECT and less experienced teachers to ensure these assessments are used to inform future provision and to ensure QLA is accurate.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests</p>	2,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Inclusion manager role and training for all staff to focus on children's mental health and wellbeing.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	2,3,4,5

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group support, in class and interventions.	<p>Pupils require additional support to access their year group curriculum expectations. This includes pre teaching, reading support and access to resources / materials. Teaching Assistants in class provide on the spot support to ensure children do not miss quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3,4
Online learning resources / platforms funding (maths, reading, phonics).	<p>These online resources have been identified as effective ways for children to practise key instant recall facts in maths and reading and phonics practise. Online resources are available to any pupil with access to a device and many</p>	2,4,5

	disadvantaged children used these resources as their only remote learning during periods of isolation. It is essential these continue to be available for children to access. Teachers are able to monitor usage and set accurate tasks / challenges for pupils.	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3
Year 6 small group tutoring for reading and maths	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.	2,3
Floppy's Phonics and Project X Intervention resources and training.	Targeted intervention for specific phonics and early reading difficulties. This investment is essential for the delivery of the Floppy's phonics programme in line with the EEF research and DfE reading Framework	1,2,

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer role, maintain extended hours.	This role has been critical in addressing attendance and lateness concerns for children. The work provided by the family liaison officer has a direct impact on pupils' progress and attainment as their attendance and punctuality in school is supported and promoted. Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities advice.	4,5
Funding for SEMH intervention training and programmes (e.g.	Pupils rely on SEMH support in order to be able to learn. This support also prevents behaviour	2,4,5

Talking and Drawing, ELSA, Treehouse)	issues which may result in children missing learning / begin distracted in class or distracting others. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
Funding for extended services provision (before and after school and holiday club)	Some vulnerable families require short notice support from our extended services provision. This helps support the relationships between home and school and to establish positive lines of communication. School is a safe place and we fund the offer of before and after school clubs (as well as holiday club) in order to provide pupils with safety and security and to support families in need.	3,4,5
Funded and subsidised experiences (visits, residential etc) to allow disadvantaged children access to widen their experiences and opportunities.	The gap between disadvantaged and non disadvantaged pupils can only be narrowed by ensuring opportunity for all children. In order for our children to fully engage in the curriculum and make links between learning, they need to have experiences, opportunities and information that might not be provided at home. Ensuring that no child misses out, will support children's progress and attainment and lead to better outcomes	3,4,5
Pudsey Cluster support	The school is a member of the Pudsey cluster and this ensures that the pastoral team can access the support that families need. Referrals are made regularly so that professional services can be accessed for families and children. This support is vital in keeping children and families safe.	4

Total budgeted cost: £131,500

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.

The previous pupil premium strategy had a clear focus on re-engaging children into school, addressing and closing gaps in learning. This is an ongoing process and this focus will continue throughout this academic year.

At the end of 2021-2022 academic year, statutory assessments took place (having been paused for 2 years). The following data reflects the disadvantaged cohort;

EYFS GLD - 60%

Year 1 Phonics - 75%

KS1 SATs (Reading, writing and Maths combined) - 50%

KS2 SATs (Reading, writing and Maths combined) - 71%

Pupils returned to school and the raft of interventions outlined in the strategy were implemented.

SEMH needs of pupils were addressed and met through the skills and experiences of the intervention and pastoral team.

The whole school staff training focus on early reading and phonics was successfully implemented, with internal moderation and monitoring identifying areas of good practice and aspects for further development. The whole school reading drive was clearly evident throughout school in all year groups, with staff promoting a 'love of reading' in various ways.

The school remains focussed on improving outcomes for children in receipt of pupil premium funding by the end of 2022-2023, adopting the strategies set out in this plan.

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
Times Tables Rock Stars	TTRockstars
ACES Sports mentoring and coaching	ACES

Speech and Language Therapy	Mable
Mathletics	Mathletics
Now Press Play (Virtual Reality learning package)	Now Press Play
Reading Plus	Reading Solutions