

Pupil premium strategy statement



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	Pudsey Primrose Hill Primary School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lesley West and Kathryn Dickson
Pupil premium lead	Kathryn Dickson
Governor / Trustee lead	Amanda Jefferson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79 355
Recovery premium funding allocation this academic year	£34 720
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	£114 075

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for disadvantaged children at Primrose Hill is;

To narrow the disadvantage gap by raising attainment of pupils from low income families and those post LAC.

For all children in receipt of pupil premium to achieve Age Related Expectation at the end of year 6 and then at GCSE level.

Key Principles

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 23% 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”.

Achieving the Ultimate Objective

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 (year 5 cohort initially).
- 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	Literacy, numeracy and communication difficulties
2	Gaps in learning as a result of national school closures and isolation due to bubble closures or individual isolation periods.
3	Narrow life experience.
4	Impact on learning from SEMH needs, family circumstances, unreliable attendance patterns / lateness.

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
Disadvantaged pupils achieve well (ARE) at the end of Year 6, as measured in the KS2 SATs data.	More than 60% of disadvantaged pupils (not SEN) achieve ARE in reading, writing and maths combined.
Progress of children in receipt of pupil premium is at least as good as non-disadvantaged pupils.	Pupils progress is above national average (0) progress scores.
Disadvantaged children achieve the national expectation in Year 4 Times tables check and Year 1 phonics check.	More than 60% of disadvantaged pupils (not SEN) achieve the expected standard (Y4 MTC and Y1 PC)
Attendance of disadvantaged children is good.	Disadvantaged pupils have attendance about 95%.

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: £53 695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD – early reading and phonics	<p>Government focus on teaching of early reading through phonics. DfE Reading Framework document.</p> <p>Although phonics check data is above national average in Year 1 and 2 and Reading outcomes at the end of KS1 and KS2 are above national, disadvantaged pupils' phonics and reading data is below non-disadvantaged pupils.</p> <p>Internal assessments and monitoring has identified disadvantaged pupils have been most affected by school closures and pupil isolation.</p> <p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 & 2
Provision of HLTA for teachers to deliver catch up interventions	<p>Internal assessments and monitoring has identified disadvantaged pupils have been most affected by school closures and pupil isolation.</p> <p>23% of disadvantaged pupils are also on the SEND register. This is an additional barrier to their ability to catch up missed learning.</p>	1 & 2
Owlcotes Elements and broader curriculum opportunities and experiences – planning and sources of these.	<p>Release time and leadership time is essential to provide these additional experiences and opportunities which will better equip disadvantaged children when linking learning across subjects and when needing a 'hook' for understanding.</p>	3
Increased staffing ratio (EYFS) to support language and communication including NELI Programme intervention, training and resources.	<p>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.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2 & 3

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
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 Teacher Research Group).	<i>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:</i> Maths guidance KS 1 and 2.pdf publishing.service.gov.uk	1,2,
Purchase of standardised diagnostic assessment (NTS) Support for ECT and less experienced teachers to ensure these assessments are used to inform future provision and to ensure QLA is accurate.	<i>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:</i> Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Improve the quality of social and emotional (SEL) learning. Inclusion manager role and training for all staff to focus on children's mental health and wellbeing. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	<i>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):</i> EEF Social and Emotional Learning.pdf educationendowmentfoundation.org.uk	1,2,3

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

Budgeted cost: £44 390

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group support, in class and interventions.	Pupils require additional support to access their year group curriculum expectations. This includes pre-	1 & 2

	<p>teaching, reading support and access to resources / materials.</p> <p>Teaching Assistants in class provide on the spot support to ensure children do not miss quality first teaching.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
Mable Speech and Language Therapy – in addition to cluster provision.	<p>Language and communication has been identified as a significant element of need – particularly for EYFS and some children returning from school closures. Additional speech and language provision (assessment and programmes to work through) is essential to supplement the cluster provision and ensure all children’s needs are met.</p>	1,2, 3 and 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 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.</p>	1 & 2
Floppy’s Phonics and Project X Intervention resources and training.	<p>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.</p>	1 & 2
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.	<p><i>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:</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 & 2

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

Budgeted cost: £15 990

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. <i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i>	1,2,and 4
Funding for SEMH intervention training and programmes (e.g. Talking and Drawing, ELSA, Treehouse)	Pupils rely on SEMH support in order to be able to learn. This support also prevents behaviour issues which may result in children missing learning / begin distracted in class or distracting others. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1 & 2
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.	1,2 and 4
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.	1,2,3 & 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £114 075

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 2020 to 2021 academic year.

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.

2020-2021 internal data demonstrates 82% of children in receipt of pupil premium funding achieved ARE in Reading Writing and Maths at the end of KS2 (Year 6 internal data) and 60% of children in receipt of pupil premium funding achieved ARE in Reading, Writing and Maths at the end of KS1 (Year 2 internal Data). Therefore, the plans for the use of pupil premium funding had an impact on the outcomes for disadvantaged children. However, evidence from teacher assessments, moderation and observations clearly shows that the impact of school closures, bubble closures and periods of self-isolation was significant on the progress and attainment of disadvantaged pupils.

There were many positive outcomes of the pupil premium strategy plan for 2020-2021, primarily the focus of supporting disadvantaged families in the community. This was done through;

The allocation and delivery of devices for pupils to access remote learning

Social and emotional support provided to families by the family liaison officer, inclusion manager and staff trained in specific SEMH intervention programmes.

Organisation and delivery of weekly food hampers, printed resources to support home learning and equipment etc needed.

As a result of the 'Return, Re-Engage and Recover' strategy, children's return to school in March was successful. Pupils were very well supported to return to the expectations and demands of the school day. All staff focussed on ensuring children were 'ready to learn' and carefully planned timetables were in place to support this. The schools' catch up plan provided all staff with key dates and areas of focus for quality first teaching and interventions.

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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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. (Kathryn Dickson, training programme starts Nov 2021).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.