

Pupil Premium Strategy Statement 2021-2024



The Pupil Premium funding from the Department of Education is given to schools to support pupils who qualify for the funding, such as children who are looked after or are entitled to free school meals (not to be confused with Universal Free School Meals, which are currently available to all children in Reception to Year Two).

PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery premium from 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	Preston Hedge's Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils (including service pupil premium)	4% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 22 - completed July 23 - completed July 24
Statement authorised by	Tracey Coles, Principal
Pupil premium lead	Rachel Winstanley, Asst Principal
Governor / Trustee lead	Liz White, Chair of Performance Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium)	£21265
Recovery premium funding allocation academic year 2023-2024	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2022 – 2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021-2022 £21 315 2022 – 2023 £22 315 2023-2024 £23440

Part A: Pupil premium strategy plan

Statement of intent

Our belief is that all pupils, irrespective of their background or the challenges they face, should achieve as well as they possibly can in order to go on and meet their ambitions, whatever those may be. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including enabling opportunity to stretch and challenge those who are already high attainers.

Therefore, at our school, we use the funding to support and challenge the learning of these pupils so that they make at least good progress and achieve high attainment across all subject areas. We also use the funding to support the well-being of our disadvantaged pupils who need that support and use the funding to cover the cost of additional curriculum opportunities, such as clubs or trips, and the combination of these elements ensure our disadvantaged pupils have the cultural capital they can build on from in the next stage of their life.

We will also consider the challenges faced by other funded pupils, including those who have a social worker or who are from a service family. This statement is also intended to support their needs.

High-quality teaching, using timely assessment and precise is at the heart of our approach, with a specific focus on areas in which individual disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. 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.

As a school we continually evaluate the success of this funding in securing the pupil's academic progress, with an aim of ensuring there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school. To ensure our aims are effective we will:

- ensure disadvantaged pupils are appropriately challenged in all subject areas*
- use timely assessment in order to act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	The education & social understanding of some of our younger disadvantaged pupils have been impacted by COVID disruptions.
2	On re-entry into school, baseline assessment demonstrated that the partial school closures had impacted on reading outcomes to a greater extent than other subjects.
3	The attainment of the school and surrounding secondaries in the local area is high. For disadvantaged pupils to continue to achieve well into secondary, they need to leave Preston Hedge's with the highest academic attainment possible to secure the right challenge in in Year 7 and beyond.
4	Disadvantaged pupils who also have Individual Education Plans due to Special Educational Needs, cannot be benchmarked against age related expectations, and need focused individual targets and additional professional support to be able to make good progress.
5	Financial disadvantage for our families can impact on enrichment opportunities for the pupils

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 continue to leave EYFS socially and academically ready for successful learning in KS1	100% of disadvantaged pupils leave EYFS with a good level of development.
Reading attainment is high among disadvantaged pupils, enabling them to access learning across all subject areas	100% disadvantaged pupils pass the Y1 phonics screening assessment. Y2 disadvantaged pupils achieve at least age expected levels in Reading In Y6, progress and attainment in Reading for disadvantaged pupil is in line or above progress of non-disadvantaged pupils nationally and in school.

Academic difference is diminished at Preston Hedge's - disadvantaged pupils enter secondary with an attainment level that enables them to continue doing well in the next stage of their learning.	In Y6, disadvantaged pupils achieve scaled scores in line with or higher than non-disadvantaged pupils nationally and non-nationally across all nationally assessed subjects.
Support and advice from the SENCO and external professionals enable teachers to provide	Where an additional need is in place that limits the child's ability to gain age related
Appropriate work and targets, enabling disadvantaged pupils with additional special needs make good progress against their individual IEP.	Expectations, additional support enables 100% to achieve their targeted progress steps, according to their IEP.
All disadvantaged pupils are enabled to take part in wider school and extra-curricular offers that would be otherwise impacted by the family financial situation.	100% of disadvantaged pupils have attended (as desired) year group trips or additional clubs at no family cost.

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Annual subscription of DfE validated Systematic Synthetic Phonics programme to continue stronger phonics teaching for all pupils.	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:	1 2
Phonics Training delivered for all staff by an accredited trainer	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	1 2
Staff receive the training and support to identify, intervene and accelerate pupils in receipt of funding, ensuring that pupils in receipt of funding continue to achieve well in KS1, with particular emphases on early reading, phonics, and increased reading fluency with leaders and Pupil Premium Leader	A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle. (EFF) An effective strategy requires goal setting, underpinned by short, medium- and long-term outcomes needed to reach pupils in receipt of funding. The ongoing rigorous evaluation of pupils' attainment, challenges and needs is essential.' (EFF, 2021) Staff should aim to develop an in-depth understanding of any challenges that disadvantaged pupils are facing including attendance data, behaviours incidences, access to technology and curricula materials. In addition, information on wellbeing, mental health and safeguarding needs to be identified and supported.	1 2
Funding to support training for all staff provided by EYFS Leader for new staff around the new EYFS	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. (EFF)	1

framework, including the use of dialogic activities to support social oracy.		
CPD provided by SENCO and external specialist to support individual needs further	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	4
Ongoing training for teachers on delivering high quality first teaching across all subject areas	It is important to provide support for staff so that they can take ownership of the approaches and implement and deliver them successfully. (EFF, 2021)	1 2 3 4

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

Budgeted cost: £17685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups and additional 1:1 reading and phonics provision in KS1 to enable appropriate challenge or intervention for disadvantaged pupils	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. (EFF)	1 2 3 4
Small Maths groups across KS2 to provide specific and focused provision, with regular monitoring, pupils progress meetings and support to ensure the provision meets the aim.	By having small groups, teachers will have the time to ensure pupils are carefully monitored and quality feedback is given. "Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies." (EFF, 2021)	3

National Tutoring funding used to support, challenge and extend pupils in 1:1 or small group sessions.	“It is a priority for the NTP to embed tutoring as a permanent fixture in our school system because it is a universally recognised method of addressing low attainment and educational inequality.” DfE.	1 2 3 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [3255]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils in receipt of pupil premium funding are funded to take part in sports, music and language clubs and other enrichment experiences that enable the whole child.	All children should have access to wider opportunities. These experiences beyond the classroom can help to develop the child as a whole.	5

Total budgeted cost: £ [23440]

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- 1 of the 2 pupils in receipt of PP funding left EYFS at GLD
- All pupils in receipt of PP passed the phonics screening in Year 1
- At the end of KS1, 60% of children receiving PP funding achieved age standard in reading, 40% in writing and Maths. All children achieved their individual target
- Academic difference was diminished for pupils leaving Year 6, with 100% achieving their targets in Reading and 20% exceeding their target to achieve higher standard, resulting in all pupils achieving HS in reading. In Writing and SPAG 100% achieved their target with 40% exceeding their target to achieve HS. In Maths, 60% achieved their target of AS or HS. 40% did not meet their HS target, however had a scaled score of 109 (110 being HS)
- Across the school, disadvantaged children with SEND met their individual targets and, in some cases, for example a pupil in Year 2 exceeded their target.
- 100% of disadvantaged pupils attended (as desired) year group trips and additional clubs at no family cost

Performance of our disadvantaged pupils compared to disadvantaged and non-disadvantaged pupils at national and local level can be seen in the tables below.

Year 6 – At Expected

%	Reading	Writing	Maths	SPAG	Combined
School 2023	80	90	97	88	75
National 2023	73	71	73	72	59
Pupil Premium at PH 2023	100	100	100	100	100

Year 6 – Higher Standard

%	Reading	Writing	Maths	SPAG	Combined
School 2023	35	40	28	55	27
National 2023	29	13	24	30	7
Pupil Premium at PH 2023	100	75	25	100	25

Year 2

	<i>Expected</i>			<i>Greater Depth</i>		
	% National 22	% School	% Pupil Premium at PH 2023	% National 22	% School	% Pupil Premium at PH 2023
Reading	67	88	60	18	33	-
Writing	58	88	40	15	30	-
Maths	68	88	40	8	33	-

Year 1 - Phonics

<i>Phonics Pass %</i>	
School 2023	97
National 2022	75
Pupil Premium at PH 2023	100

EYFS

	% GLD
School 2023	84
National 2022	65
Pupil Premium	50

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

- Attendance for our children in receipt of PP funding remains almost in line with those not in receipt of PP funding at Preston Hedges, with an average of 95.19% compared to 96.15% This is above national, which for 2022-2023 was 93.8% for those not in receipt of PP funding and 88.6% for those in receipt of PP funding
- Behaviour of children with PP funding is excellent with no pupils requiring an individualised behaviour plan, receiving an internal or external exclusion
- Wellbeing support was given, (where required) through the pastoral lead and wellbeing clubs in addition to the offer given to children not in receipt of pupil premium funding

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on track to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the teaching of phonics using the ELS scheme was particularly effective, as were the opportunities offered to pupils beyond the classroom, including the use of pastoral lead to offer wellbeing support.

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
Essential Letters and Sounds – Phonics subscriptions	<u>Essential Letters and Sounds - Oxford Owl</u>
Seesaw (Online Platform)	http://webseesaw.me
TT Rockstars	Play.ttrockstars.com
Connex Education – National Tutoring	

Service pupil premium funding

The school had 2 pupils in receipt of service pupil premium in 2022/23