

Preston Primary Pupil Premium Strategy 2021-22

School overview

Metric	Data
School name	Preston Primary School
Pupils in school	218 (inc. Nursery)
Proportion of disadvantaged pupils	21% (Inc. Nursery)
Pupil premium allocation this academic year	£58,450
Academic year or years covered by statement	2021-22
Publish date	July 2021
Review date	July 2022
Statement authorised by	Mrs Sue Richardson
Pupil premium lead	Mr Duncan Clift
Governor lead	t.b.c

Disadvantaged pupil progress scores for last validated academic year (2019)

Measure	Score
Reading	8.3 (+8 v Nat non-dis)
Writing	4.3 (+4 v Nat non-dis)
Maths	5.1 (+4.7 v Nat non-dis)

Disadvantaged pupil performance overview for last validated academic year (2019)

Measure	Score
Meeting expected standard at KS2 (CRWM)	80% (+9% v Nat non-dis)
Achieving high standard at KS2 (CRWM)	20% (+7% v Nat non-dis)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 EEF rating: High impact High evidence base Moderate cost	Ensure all teachers receive high quality CPD in relation to developing evidence based teaching strategies and pedagogy focusing on how pupils remember and retrieve information to support mastery learning. This will disproportionately benefit disadvantaged pupils.

<p>Priority 2</p> <p>EEF rating: High impact High evidence base High cost</p>	<p>All teachers to access a high quality coaching programme led by SLT (following on from SLT coaching training in 2020-21) focusing on developing agreed teaching strategies aligned to the school's 'best practice' principals. This will increase further standards of teaching and will disproportionately benefit disadvantaged pupils.</p>
<p>Priority 3</p> <p>EEF rating: High impact Moderate evidence base Low cost</p>	<p>Ensure pupils are not in any way disadvantaged by the school's curriculum or policies and ensure equity and equal opportunity in relation to access of provision.</p>
<p>Barriers to learning that these priorities address</p>	<p>Ensuring that all pupils remember more and are able to build on previous learning and experiences in order to make at least good progress</p>
<p>Projected spending</p>	<p>£25,000</p>

Teaching priorities for current academic year

The Government's Recovery Commissioner has stated that schools should be spending around of half of their pupil premium budget to improve teaching:

Aim	Target	Target date
Progress in CRWM	Achieve above national non-disadvantaged average progress scores (0) in KS2 Reading, Writing & Maths	July 2022
Phonics	Achieve above national average expected standard in Phonics Screen Check	July 2022
Vocabulary development	To reduce the vocabulary deficit of disadvantaged pupils	July 2022 and on-going
Mental well being	Ensure disadvantaged pupils are given bespoke support as needed through Ed Psych and Bungalow services therefore promoting attendance at least in line with national non-disadvantaged	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish dynamic small group precision teaching sessions where pupils falling behind in a given literacy or maths topic are caught up quickly and remember more.
Priority 2	Pupils who have fallen behind are targeted by teachers using effective evidence based classroom strategies (i.e. Derived from coaching-priority 2 above).
Priority 3	Through a 'parental purse', disadvantaged pupils are given access to a range of exciting learning opportunities and life skills development. These opportunities (including clubs & trips/visits) will develop pupils' independence, resilience and vocabulary. Cultural capital will be enhanced.
Barriers to learning that these priorities address	Ensuring staff are trained in and use bespoke evidence-based whole-class and small group teaching strategies.
Projected spending	£25,000 (as above)

Wider strategies for current academic year

Measure	Activity
Priority 1	Carry out a school funded externally provided 'Poverty Proofing' initiative (Covid regs. allowing) to identify any specific areas where school's curriculum might unconsciously discriminate against disadvantaged pupils (i.e. access to residential trips/clubs/ICT, etc.)
Priority 2	Employ a Family Liaison Officer to support those in most need (i.e. those families whom attendance/mental health might be an issue, etc.).
Priority 3	Bungalow Partnership and Educational Psychologist are bought into, ensuring that pupils have access to mental health/therapeutic support as needed. Staff to have training in 'trauma awareness'.
Priority 4	To have a reserve of money to respond to potential crisis situations.
Priority 5	Employ a specialist music teacher

Barriers to learning that these priorities address	Ensure that pupils have life experiences and skills which enable greater equity of opportunity
Projected spending	£30,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is dedicated for staff professional development	Use of INSET days and additional cover to be provided by senior leaders and HLTA's
Targeted support	Ensuring enough time is dedicated for trained TA's to effectively support small group learning	TA timetable to be mapped out by PP lead. Any training needs to be met by PP lead.
Wider strategies	Engaging the families facing most challenges	FLO to be first contact to initiate positive relationships. PP lead to then lead on 'parental purse'. Respond to the poverty proofing audit to implement any recommendations to ensure equity for all.

Review of 2020-21 aims and outcomes:

Aim	Outcome
To buy into the Bungalow Partnership for identified children to increase resilience and emotional wellbeing	Vulnerable pupils' mental well-being was addressed effectively and in a timely manner and this proved to be vital during the pandemic. Pupils were better able to deal with situations involving stress and anxiety. Parents were very appreciative of the therapeutic support which was offered.
Monitor progress of pupil premium children	PP lead was in regular contact with vulnerable pupils and their parents. As a result, pupils were well safeguarded despite many not attending school. Most vulnerable pupils engaged well with the remote learning offer and those who were reluctant were contacted regularly with support and reminders. Data shows that progress was at least good.
Specialist music teacher to work throughout school delivering high quality music sessions	Miss Gears (music specialist teacher) was able to provide excellent music input remotely across the year groups. This

	provided for exciting and fun lessons - particularly important during lockdown.
Other objectives: small group catch up sessions, extracurricular activities/trips, small steps SEN input, Ed Psych involvement etc.	From March 2020 to March 2021 these did not happen due to social distancing and related restrictions.