

# Pupil premium strategy statement 2021-22



This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to help improve the attainment and wellbeing of our disadvantaged pupils at Preston Primary.

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 Primary
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	23.1%
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Sue Richardson
Pupil premium lead	Mr Duncan Clift
Governor / Trustee lead	t.b.c

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,457
Recovery premium funding allocation this academic year	£ 6401
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,858

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to ensure that every child leaves Preston Primary School excited about learning and determined to succeed. We want to equip them with confidence, resilience, knowledge and skills which will enable them to thrive in their future lives and contribute positively to the society in which they live.

We believe that the development of the whole child is key. We therefore do not target this additional funding purely at academic performance as we feel that building self-esteem, resilience, personal attributes and confidence amongst young people is vital for their personal development and is likely, in turn, to impact upon academic performance.

Our firm belief is that improving the quality of teaching is the most significant factor in raising attainment and our strategy priorities reflect this. We maintain that high quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils but has a disproportionately positive effect on children eligible for pupil premium funding. Our intent is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Pupil Premium funding at Preston Primary is allocated following annual analysis (including the use of diagnostic assessments) of the most significant barriers to disadvantaged pupils' learning. This, in turn, identifies priority groups and individuals. We use research based evidence to inform our decisions on pupil premium spending – for example, by using research and evidence summaries from the Education Endowment Foundation and Sutton Trust as well as learning from what has previously impacted positively in our school context. In line with DfE guidance, we take a 3-tiered approach to our pupil premium strategy which involves: i) whole school development of high quality teaching strategies, ii) a targeted focus to academic support and, iii) the use of wider strategies.

We focus heavily on engaging directly with parents and carers and to take their views into account as we believe it is they who know their children best.

## Challenges

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

Challenge number	Detail of challenge
1	The learning gaps between disadvantaged pupils and their peers has widened during the pandemic – particularly in relation to phonics, communication & language and vocabulary development as well as in the acquisition of basic number skills. Pupils have struggled to remember taught material – increasingly so during and since the pandemic
2	Pupils have limited life skills and cultural experiences beyond their home life and immediate community.
3	A number of pupils and their families have social & emotional difficulties exacerbated by the pandemic.
4	Ensuring that no pupils are unintentionally disadvantaged by the school's curriculum and/or policies, in turn, ensuring equity and equal opportunity in relation to access of provision.

## 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
Pupils who, due to the pandemic, have fallen further behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.	Data shows the % of disadvantaged pupils achieving ARE is increasing across all phases in relation to phonics, communication & language and vocabulary development - as well as in the acquisition of basic number skills The vast majority of disadvantaged children make at least expected progress from previous summer 2 and from previous key stage results.
Pupils have a breadth of experiences that enable them to contextualize their learning and make it more memorable – cultural capital is increased.	Data shows that pupils have been subject to, and benefit from, well considered, exciting and varied teaching and learning experiences - including carefully planned cultural and enrichment experiences within and outside the school day. These experiences have enhanced and inspired learning, thus making it more memorable.
Pupils and families with identified social or emotional needs are well supported by school staff	Identified mental health/emotional needs have been removed and/or alleviated and pupils are attending school at % at least in line with their peers. Pupil voice shows they are enjoying their school experience.

Pupil Premium pupils have similar opportunities and access to the school's curriculum and wider school life as do their peers.	Data shows that PP pupils experience equity in relation to accessing all aspects of the school's curriculum. There have been no 'hidden'/unintentional disadvantages for pupils
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## 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

Budgeted cost: £9000 approx.

Activities	Evidence that supports this approach	Challenge number(s) addressed
All teachers to 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.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Cognitive science research. The work of Rosenshine and Willington.  EEF rating: High impact Evidence base: high Cost; moderate  This will disproportionately benefit disadvantaged pupils.	1
All teachers to access a high quality coaching programme led by SLT (following on from SLT coaching training in 2020-21) focusing on developing specific and agreed teaching strategies aligned to the school's 'best practice' teaching principals.	EEF rating: High impact Evidence base: high Cost: high  This will disproportionately benefit disadvantaged pupils.	1
All teachers to be trained on the new phonics scheme – ensuring fidelity and consistency of implementation in relation to the roll out of the programme.	EEF rating: High impact Evidence base: high Cost: low	1

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

Budgeted cost: £30,000 approx. (inc. teaching cover for coaches)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish dynamic small group and individual HLTA & TA led precision teaching for identified pupils falling behind in specific maths and/or literacy areas – to include speech and language and phonics interventions for pupils with poor oral language and communication skills.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> EEF rating:  Impact: moderate Evidence base: moderate Cost: low	1
Trial the Nuffield Early Language Intervention (NELI) - aimed at improving spoken language skills in Early Years pupils	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language</a> EEF rating:  Impact: high Evidence base: high Cost: low	1
Establish appropriate structured HLTA & TA led interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind	<a href="https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/</a> EEF rating:  Impact: moderate Evidence base: moderate Cost: moderate	1
Ensure smaller pupil-teacher ratios to ensure individual needs are met in classes where data shows greatest need is (ie.Y2, Y5, Y6 for 2021-22)	Where this approach has been adopted before at Preston Primary, pupil progress been good and/or outstanding	1

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

Budgeted cost: £27,500 (inc. F.L.O)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups to be exposed to a progressive planned programme of culturally enhancing experiences – both within and outside of the classroom (ie. visits, visitors, virtual tours, extra curricular clubs, arts, music etc.).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	2,4
To employ an F.L.O to work collaboratively with families whom would most benefit from support	EEF rating: Impact: moderate Evidence base: moderate Cost: low	3
To carry out a Poverty Proofing audit to gauge the degree to which pupil premium pupils experience equity across the school week – externally sourced agency to carry this out.	The school will develop an action plan from the outcomes of the audit. There should be a clear impact moving forwards as relevant adjustments are made in line with findings.	4
Therapeutic support for pupils and parents will be bought in as an SLA with The Bungalow Partnership	EEF rating: Impact: high Evidence base: low Cost: low	3
To offer a 'parental purse' whereby parents/carers are offered a proportion of their child's pupil premium to spend, with agreement from PP lead, on activities, clubs or materials which will develop life skills, self-esteem and cultural capital (ie. cooking, playing an instrument, swimming, etc.).	EEF rating: Impact: moderate/high Evidence base: high Cost: low/moderate	

**Total budgeted cost: £66,500**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This identifies the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year:

- Vulnerable pupils' mental well-being was addressed effectively and in a timely manner and this proved to be vital during the pandemic. The Bungalow Partnership's input was invaluable as pupils were better able to deal with situations involving stress and anxiety. Parents were very appreciative of the therapeutic support which was offered.
- The PP lead was in regular contact with vulnerable pupils and their parents. Pupils were well safeguarded despite many not attending school at certain times.
- The vast majority of PPG pupils (including those who were loaned out tablets) engaged well with the remote learning offer.
- The school's 'next day response' in relation to pupils who hadn't engaged in remote learning the previous day (and which was led by the PP lead and the FLO) resulted in high levels of remote learning engagement.
- Our specialist music teacher was able to provide excellent music input remotely across the year groups. This provided for exciting, fun and engaging lessons – this was seen as particularly important during lockdown periods.
- Overall academic progress of disadvantaged pupils was good or outstanding in all year groups (see Trust data sheets).