

Pupil premium strategy statement 2022-23



This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 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	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Sue Richardson
Pupil premium lead	Mr Paul Sanderson
Governor / Trustee lead	Mr Matt Levinsohn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,010
Recovery premium funding allocation this academic year	£ 5,510
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	£74,520

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.

Our strategy is also integral to wider school plans for education recovery at Preston - notably in its targeted support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including disadvantaged and non-disadvantaged pupils.

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 writing throughout school
2	Pupils have limited life skills and cultural experiences beyond their home life and immediate community. Pupils have limited opportunities to develop their language and vocabulary acquisition
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 have fallen behind in basic skills acquisition receive high-quality targeted teaching and support in order to catch up - and subsequently keep up.	Assessments and observations indicate significantly improved oral communication and language skills and numeracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 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 contextualise their learning and make it more memorable – cultural capital is increased. Pupils have enhanced opportunities to develop communication and language skills and develop vocabulary acquisition.	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. Assessments and observations indicate significantly improved oral communication

	and language skills. Pupils' experiences of the use of vocabulary has increased.
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

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: £11,000 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 active engagement of pupils ensuring retention of key information.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit 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 focusing on developing specific and agreed teaching strategies aligned to the school's 'best practice'	EEF rating: High impact Evidence base: high Cost: high This will disproportionately benefit disadvantaged pupils.	1

teaching principals.		
All teachers to be trained on Preston expectations for writing. This will incorporate metacognition principles and self-regulation	EEF rating: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF rating: Impact: moderate Evidence base: moderate Cost: low	1,2
Establish appropriate structured HLTA & TA led interventions and learning opportunities for those pupils identified through data and school self-evaluation as falling behind	https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/ EEF rating: Impact: moderate Evidence base: moderate Cost: moderate	1
To ensure that tutoring is carefully targeted building on the successes of last year tutoring. This is to be delivered by qualified teachers.	EEF rating: One to one tuition EEF (educationendowmentfoundation.org.uk) Impact: high Evidence base: moderate	1

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

Budgeted cost: £29,500 (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.).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF rating: Impact: moderate Evidence base: moderate Cost: low	2,
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
Therapeutic support for pupils and parents will be bought in 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	4

Total budgeted cost: £70,500

Service pupil premium funding

Intention:	Success Criteria
<p>The school's FLO to help ensure current and future 'service' pupils feel safe and are confident in themselves and to ensure strengthened partnership with parents/carers.</p> <p>Gaps in 'service' children's education caused by moving between schools are identified and addressed with targeted one to one support.</p>	<p>Through targeted emotional wellbeing support offered by the school's FLO, 'service' pupils are coping well emotionally if a parent/carer is moved to a different service venue – and are effectively managing situations where they themselves may need to move to a different school.</p> <p>'Service' pupils attainment is at least in line with other Preston pupils and their progress is good.</p>

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 2021 to 2022 academic year:

- Observations, book scrutinies and ongoing formative assessments indicate much improved oral communication and language skills and numeracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Comm. & Lang =89% (+59% from Nur2 end)
Number =75% (+25% from Nur2 end)
 - All groups of disadvantaged children from Y1 to Y6 have made at least 'good' progress from previous summer 2 data and from previous key stage results – see data below.
 - Pupils have benefited from exciting and varied teaching and learning experiences - including cultural and enrichment experiences within and outside the school day. These experiences have included:
 - 'wonder walks' in the local environment
 - a number of visits to Preston Park to enhance Science, History & Geography learning
 - visits to All Saints Church (inc. to the Life Exhibition)
 - a visit by Y1 to Saltburn
 - a trip to Shildon's Timothy Hackworth Museum
 - a visit to a Gurdwara in Thornaby
 - a virtual oriental museum session
- in addition to two 3-night residentials – one in North Yorkshire (Y5) and one in London (Y6).

These experiences have clearly enhanced and inspired learning and have made learning more memorable. Pupil voice shows that the children appreciate and have enjoyed this enhanced learning.

Identified mental health/emotional needs have been addressed through bespoke support (including for some parents). Pupils are attending school at a rate at least in line with their peers. Pupil voice shows they are enjoying their school experience.

Preston Primary commissioned Children North East to audit the school day from the perspective of disadvantaged pupils at Preston. The outcome report was very positive

and the school were complemented on their efforts to minimise the potential negative impact of social disadvantage. The policies and practices were regarded as conducive to raising aspirations of disadvantaged pupils, An action plan has been created - ensuring that appropriate amendments are considered

All teachers and TA's received high quality CPD in relation to developing evidence based teaching strategies focusing on how pupils remember and retrieve information to support learning. This will need embedding but the early signs are very encouraging as pupil voice activities show that children have enjoyed the retrieval activities (inc. quizzes). Data (see below) also suggests that this training has had a good impact on learning.

HLTA & TA led precision teaching for identified pupils falling behind in speech and language - as well as phonics interventions for pupils with poor oral language and communication skills - has enabled the vast majority of disadvantaged children to make excellent progress (see data below).

Our Family Liaison Officer has forged some very positive relationships with a number of disadvantaged pupils and parents. Disadvantaged pupils have been happy to come to school and PP attendance has been in line with 'other' pupils.

Funding for the Bungalow Partnership has allowed for a number of children and parents to access therapeutic and emotional wellbeing support. Exit interview data shows that these sessions have been very well received. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased a great deal since March 2020.

The parental purse initiative has not been put into operation this year as this isn't something which can be managed virtually and there were still concerns from some parents around one to one meetings in school. This is to be implemented for 2022-23.

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READING	Attainment of PP pupils			Progress
	% at+ Sept 21	% at+ July 22	Difference (%)	Lingfield Parameters
Y1	10	60	+50	Outstanding
Y2	22	60	+38	Good
Y3	43	50	+7	Good
Y4	33	33	0	Good
Y5	71	63	-8	Good
Y6	33	67	+34	Outstanding
WRITING	% at+ Sept 21	% at+ July 22	Difference (%)	Progress
Y1	10	40	+30	Outstanding
Y2	33	50	+17	Good
Y3	57	50	-7	Good
Y4	0	33	+33	Outstanding
Y5	29	38	+9	Outstanding
Y6	33	67	+34	Outstanding
MATHS	% at+ Sept 21	% at+ July 22	Difference	Progress
Y1	10	30	+ 20	Outstanding
Y2	33	60	+27	Outstanding
Y3	29	25	-4	Good
Y4	33	33	0	Outstanding
Y5	43	38	-5	Good
Y6	33	67	+34	Outstanding

