

# Pupil premium strategy / self-evaluation Priory Primary School

1. Summary information					
School	Priory Primary School				
Academic Year	2018-19	Total PP budget	£58,080	Date of most recent PP Review	Sept '19
Total number of pupils	183	Number of pupils eligible for PP	37	Date for next internal review of this strategy	July '20

Current attainment (KS2 SATs)		
8 pupils	<i>Pupils eligible for PP (your school)</i>	
% achieving expected standard or above in reading, writing & maths	25%	
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
Current attainment (KS1 SATs)		
3 pupils	<i>Pupils eligible for PP (your school)</i>	
% achieving expected standard or above in reading, writing & maths	33%	
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
Current attainment (Phonics)		
8 pupils	<i>Pupils eligible for PP (your school)</i>	

<b>% achieving EXPECTED in Y1 phonics</b>	<b>100%</b>	
<b>% achieving EXPECTED in Y2 phonics</b>	<b>100%</b>	
<b>Current attainment (EYFS)</b>		
<b>4 pupils</b>	<i>Pupils eligible for PP (your school)</i>	
<b>% achieving expected GLD</b>	<b>25 %</b>	
<b>% achieving expected reading</b>		
<b>% achieving expected in writing</b>		
<b>% achieving expected in maths - number</b>		

<b>2. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>Academic barriers</b> <i>(issues to be addressed in school)</i>	
<b>A.</b>	English as an Additional Language
<b>B.</b>	Speech, Language and Communication skills
<b>C.</b>	Attendance and Punctuality
<b>Additional barriers</b> <i>(including issues which also require action outside school)</i>	
<b>D.</b>	Social & economic deprivation indicators

<b>3. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Pupil Premium children to be making good progress in line with non-PP children	Comparison data
<b>B.</b>	More Pupil Premium children to achieve age-related expectations	As indicated by end of year attainment against their targets
<b>C.</b>	Improved attendance  Evidence of readiness for learning	96.5% to improve on 2017/18 96.2% As indicated by Tchr observation
<b>D.</b>	Pupil Premium children to be accessing opportunities, to build experience, self-confidence, resilience, social skills and to impact on their life experiences	Well-being indicators and engagement in non-core learning

4. Review of expenditure				
Previous Academic Year		2018-2019		
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff expertise and structure that reflects the learning needs of our Pupil Premium children	Employ Inclusion lead to ensure pupils have access to high quality support and interventions	In addition to supporting 8 pupils with EHCP plans, the inclusion lead was successful in securing 3 further EHCPs. 40 pupils joined the school during the academic year 18/19, all of whom were assessed for vulnerabilities and provided with additional support as required.	The ability to identify vulnerable pupils' needs early and provide appropriate support has been invaluable in maintaining stability within the class cohorts, as well as providing for individual pupils.	£17,000
	Employ HLTA providing classroom support to focus on comprehension and language development	Pupils in Nursery, Reception and Year 6: Reception: 25% PP children achieving Reading ELG Year 6: 50% PP children achieved Expected Standard in Reading; 38% PP children achieved Expected Standard in GPS	Early identification and intervention helps the school plan for additional needs in the future.	£6,500
	Employ additional TA in Nursery	Pupils joining Nursery with lower than average starting points have shown accelerated progress and more rapid language integration.		£14,950
	Employ additional MDSA to support social & emotional development during unstructured times	Pupils joining our school with little or no previous education or social development are supported to integrate and develop friendships during unstructured times.		£2,500

<p>Staffing and professional services that supports the wider family needs of our Pupil Premium children</p>	<p>Employ Admissions and Attendance Officer</p> <p>Purchase Attendance incentives</p> <p>Uniform Subsidy</p> <p>Taxi / Bus</p> <p>Employ independent social workers</p>	<p>The school has excellent relationships with parents and attendance is a very high profile; Eid impacted on the overall average attendance, as did holidays taken by non-statutory age children. Without these factors overall attendance was 96.7% (95.3% incl).</p> <p>We have supported families to attend essential medical appointments and support meetings</p> <p>1:1 support to express their needs proves invaluable to promote emotional health and readiness for learning, and impacts positively on pupils' behaviour.</p>	<p>These practical measure impact significantly on ensuring inclusion of Pupil Premium children – strategy is effective.</p>	<p>£6,400</p> <p>£800</p> <p>£50</p> <p>£50</p> <p>£2,240</p>
<p>Enrichment Activities for Pupil Premium children</p>	<p>Artist in Residence</p> <p>Theatre Trip</p> <p>Theatre Company drama workshops</p> <p>Singing Teacher</p> <p>Subsidised School Trips</p> <p>After School Club provision / subsidy</p> <p>Forest School Resources</p>	<p>Pupils accessing enrichment activities benefit from the widening of their life experiences, as well as impacting on motivation and well-being. Subsidies enable families on low incomes to participate and ensures pupils have equal access to all opportunities on offer.</p> <p>Creative and expressive arts additionally provide a channel of communication and expression that is particularly valuable to pupils who are EAL or who experience Speech, Language and Communication difficulties.</p> <p>Forest School is also particularly effective in building resilience, social &amp; team building skills, problem-solving skills and impacting on mental health &amp; well-being.</p>	<p>Not only does this strategy impact positively on the happiness and well-being of pupils, there is clear evidence that widening pupils' cultural capital and will benefit them when it comes to tackling the challenges of national testing which assumes a high level of life experience, for example, in the reading tests and writing for different contexts.</p>	<p>£2,000</p> <p>£750</p> <p>£800</p> <p>£800</p> <p>£2,400</p> <p>£500</p> <p>£500</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2019-2020</b>			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome - what is the evidence and rationale for this choice?</b>		<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Recruit the best teachers we can  Staff expertise and structure that reflects the learning needs of our Pupil Premium children  Provide an Inclusion Teacher to work with small groups and 1:1	The ability to identify vulnerable pupils' needs early and provide appropriate support has been invaluable in maintaining stability within the class cohorts, as well as providing for individual pupils.  Early identification and intervention helps the school plan for additional needs in the future.		Regular monitoring by SLT  Performance management processes to include attention to PP children's needs	J Fraser  N Wilde	Termly with final review July 2020
<b>Total budgeted cost</b>					£15,500
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide additional support in Reception Class	Pupils joining Nursery with lower than average starting points have shown accelerated progress and more rapid language integration.		Regular monitoring by SLT	N Wilde	Termly with final review July 2020

Provide an independent social worker	1:1 support to express their needs proves invaluable to promote emotional health and readiness for learning, and impacts positively on pupils' behaviour.	Regular feedback to Inclusion Lead	N Wilde	Termly with final review July 2020
Provide an Attendance & Admissions Officer	Strong relationships with parents and targeted initiatives improves school attendance; working with the whole family allows us to better understand children's needs.	Regular data monitoring and reporting	J Fraser	Termly with final review July 2020
<b>Total budgeted cost</b>				£26,140

### iii. Whole school strategies

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide Inclusion lead to ensure that teaching and learning opportunities meet the needs of all pupils	Pupil Premium children's needs are identified early and actions planned accordingly.  Teaching teams are fully equipped and delivering inclusive learning.		Data monitoring  Lesson observations	J Fraser	Termly with final review July 2020
Provision of enrichment activities	A wider range of life and learning experiences will impact on pupils' communication, expression, resilience, well-being and readiness for learning.		Project management and evaluation	J Fraser	Termly with final review July 2020
<b>Total budgeted cost</b>					£18,950