

Pupil premium strategy statement – [Priorslee Academy]

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Priorslee Academy
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 2023 – 2024 2024 - 2025
Date this statement was published	5 th December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jodie Cooper Head of School
Pupil premium lead	Jodie Cooper Head of School Vicky Lees Director of Teaching and Learning Rebecca Brewer Director of Pupil Needs

Detail	Data
Governor / Trustee lead	Sarah Monteith Reverend Debbie Loughran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,705
Recovery premium funding allocation this academic year	£5220
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£50,925

Part A: Pupil premium strategy plan

Statement of intent

At Priorslee Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. There is no “one size fits all”. We have ensured that all teaching staff have been involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Ultimate Objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Priorslee Primary School converted to an academy in 2011. Upon conversion to academy status, the existing school closed, and the new school opened in its place. Priorslee Academy is a large two form entry school in Priorslee, Telford. The school has provision for two- and three-year-olds in its attached to the school 'Little Seedlings'. The proportion of pupils known to be eligible for free school meals is well below the national average – 11%.

The school currently has 420 pupils on site, with 36.7% of pupils are from minority groups. 23.72% of children in school are identified as EAL. Priorslee Academy is extremely fortunate to be set in beautiful and extensive grounds.

Achieving our Objectives:

In order to achieve our objectives and overcome identified barriers to learning we will: > Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- > Appoint experienced teachers to provide outstanding quality first teaching opportunities
- > Guaranteeing team leaders and subject leaders have adequate release time, in order to monitor, and undertake coaching to improve the quality of teaching and learning across the school
- > Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- > Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- > Allocate a Teaching Assistant to each year group - providing small group work focussed on overcoming gaps in learning every afternoon.
- > Provide opportunities for all pupils to participate in enrichment activities including sport and music

➤ Provide appropriate nurture from our Nurture Hub Team to support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1. Mental Health and Wellbeing	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn
2. Social and Emotional Skills	Pupil's social skills and emotional vulnerabilities due to covid and periods of isolation, which has affected confidence levels and preventing children reaching full potential
3. Speech and Language Skills	Pupil's speech and language skills have been impacted due to periods of isolation
4. Spelling, Phonics and Grammar	Gaps in pupils' knowledge of phonics, spelling and grammar rules
5. Reading, Writing and Maths	Narrowing the attainment gap for pupils in receipt of PP in comparisons to their peers
6. Handwriting	Pupils' presentation has declined following periods of lockdown and isolation

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 are able to self-regulate and manage emotions in appropriate way	In house Bromcom data and behaviour logs shows reduction in incidents Data from pupil and parent voice surveys
Pupils are able to confidently express themselves using their speech and language skills and tools	Speech and Language assessments show a marked improvement for identified pupils Phonics assessments show an increase in the number of children who are able to produce sounds during assessments
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard
Reduce the gap between non PP and PP pupils passing the Year One Phonics Screening Check	Pupil data from the screening check shows an upward trend of PP passing the screening check
Pupils to achieve national average progress scores at the end of Key Stage Two in Reading, Writing and Maths	Pupil data shows PP children achieving the same as their peers

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 estimated cost: £44, 238

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching: High quality teaching and curriculum</p> <p>Experienced teaching modelling, planning and supporting writing planning I do, we do, you do model of writing.</p> <p>£499 1 day release for preparation</p> <p>£499 monitoring per term</p> <p>= £1996</p>	<p>EEF Teaching and Learning Toolkit (+5 months)</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This is distinct from unstructured group work.</p>	<p>3, 4, 5, 6</p>
<p>High Quality Teaching: Assessment</p> <p>Purchase of Standardised Assessments</p> <p>£7650 NFER</p> <p>£1350 PUMA</p>	<p>EEF Teaching and Learning Toolkit (+6 months)</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>1, 3, 4, 5</p>

<p>£2025 PIRA</p> <p>= £11,025</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p> <p>Release time for Senior Leaders and Staff for Termly Pupil Progress Data Meetings</p> <p>£1094 SLT release time</p> <p>Sharing Pupil Data with Parents and Carers and Completed Papers</p> <p><i>EAL individual assessments</i></p> <p>£1350 MDT SLA</p>		
<p>High Quality Teaching: Professional Development</p> <p><i>Wellkom</i></p>	<p>EEF Effective Professional Development for Staff</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 5, 6</p>

<p><i>Elklan</i> <i>£3705</i></p> <p><i>Writing Course for Year Four team</i> <i>£1048</i></p> <p><i>Marking staff meeting and monitoring</i></p>	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom</p>	
<p>High quality teaching: Professional Development phonics) and Technology and other resources</p> <p>Phonics Training for Support Staff and Teachers</p> <p>Targeted Training for All Teaching Staff with a Focus Upon Lower Key Stage Two</p> <p>New Scheme Purchased for all Key Stage One Pupils and Lower Key Stage Pupils with Linked Handwriting Scheme</p>	<p>EEF Teaching and Learning Toolkit (+5 months)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>2, 3, 4, 6</p>

<p>Release time, support, adaptations, additional resources</p> <p>£6921 Little Wandle £630 book covers £995 per year Little Wandle membership £1356 release time for lead = £11,892</p>		
<p>High Quality Teaching: appointment and retention of experienced teachers</p> <p>£12,128</p>	<p>Sutton Trust Developing Teachers</p> <p>Sutton Trust Report on Teacher Development</p> <p>Good instruction includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of good quality instruction.</p>	<p>2, 3, 4, 5, 6</p>

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

Budgeted estimated cost: £ 25,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Intervention to support language development and literacy</p> <p>Phonics Interventions with Specialist Support Assistant for Key Stage One and Lower Key Stage Two Pupils £5200</p>	<p>EEF Teaching and Learning Toolkit (+5 months)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	<p>3, 4, 5, 6</p>
<p>Targeted Academic Support: TA deployment and Interventions to support</p> <p>SALT Literacy Numeracy Welcomm Elklan Squiggle while you Wiggle Makaton sing and sign</p>	<p>EEF Teaching and Learning Toolkit (+4 months)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>£14,364</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	
<p>Targeted Academic Support: Targeted intervention plans in each year group delivered by unqualified teachers (One to One tuition) £5396</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Targeted Academic Support: Activity and resources to meet the specific need of disadvantaged pupils with SEND</p>	<p>EEF Teaching and Learning Toolkit (+6 months)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5</p>

<p>Beanstalk Volunteer Reading Programme £660</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted estimated cost: £19.600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wider Strategies: Supporting pupils' social, emotional and behavioural needs</p> <p>ELSA Trained Member of Support Staff with 1 day per week release time £600</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1, 2, 3</p>

<p>Wider Strategies: Supporting pupils’ social, emotional and behavioural needs</p> <p>Behaviour and Emotional Support Interventions in Nurture Hub with Behavioural Support Lead</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	<p>1, 2, 3</p>
<p>Wider Strategies: Supporting pupils’ social, emotional and behavioural needs</p> <p>Forest School Sessions for All EYFS and Key Stage One Pupils £7350</p>	<p>EEF Teaching and Learning Toolkit</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p>	<p>1, 2, 3</p>
<p>Wider Strategies: Supporting Attendance</p> <p>Taxis provided when parents are struggling to bring the children to school £500 spent</p>	<p>EEF Attendance Interventions: Rapid Evidence Assessment</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Many approaches to improving attendance do not have a specified “intervention” but instead aim to be responsive to the reasons for low attendance by an individual pupil. These approaches are often multi-component. One of the key characteristics across all of these approaches is monitoring and identification of pupils that need attendance support and</p>	<p>1, 2, 3, 4</p>

	the reasons for low attendance. Some of the approaches combine the targeting of barriers with the positive re-enforcement of good behaviour.	
<p>Wider Strategies: Extracurricular activities</p> <p>Personalised budget, which allows families to access residentials, trips and excursions £50 per child £150 PLAC = £1350 per year</p>	<p>EEF Teaching and Learning Toolkit (+3 months impact)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p>	1, 2, 3
<p>Wider Strategies: Breakfast Club and meal provision</p> <p>Free breakfast club provision to support attendance and families in financial difficulties</p> <p>£3.50 per day = £17.50 per week per child</p>	<p>EEF Teaching and Learning Toolkit (+3 months impact)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.</p>	1, 2, 3

<p>Wider Strategies: Communicating and Supporting Parents</p> <p>MCAS communication system</p> <p>Regular meetings with parents</p> <p>SEND lead staff members time, along side Nurture Room lead</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	<p>1, 2</p>
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Total estimated budgeted cost: £ 89,458

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our Pupil Premium Strategy has been mainly unaltered since last years published document, the information above has been altered to reflect the new menu and to mirror the menu for ease of use and analysis.

We have added in speech as a key focus area for this academic year and moving into the following two academic years. We feel that speech and language skills have been significantly impacted by the pandemic and lockdown, which reduced social interaction opportunities for children and their families.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The majority of PP pupils attended school during periods of lockdown or were offered a place.

All pupils were offered devices to use throughout all periods of lockdown and isolation.

Printed materials were also available, along with reading materials.

Pupil Premium Intervention groups were offered to all PP pupils even during lockdown and this was provided via Microsoft Teams, this helped to continue the targeted intervention even during periods of lockdown.

Staff observed the detrimental impact on children's social skills, as well as emotional, mental health and wellbeing during periods of lockdown and then reintegration back into full time class teaching.

National Data 2021 - 2022:

Although national data cannot be compared to previous years, it clearly shows that as a school we have reached National Average or above for the majority of year groups.

This year sees the introduction of Little Wandle since September 2022, with the scheme promising improved phonics skills, which will feed into our reading and writing outcomes.

EYFS:

	Early Years Good Level of Development
2021-2022	79% (30 pupils) (38 pupils in cohort)

Year 1 Phonics Screening Check (June 2022)

	Children scoring 32 or more to pass
2021-2022	79% (75% Nationally)

Year 2 Phonics Screening Check (as the cohort missed Y1 due to COVID) (November 2021)

	Children scoring 32 or more to pass
2021-2022	88% (87% Nationally)

Key Stage 1 (Year 2) SATs

Cohort= 59 pupils	Reading (expected +)		Writing (expected+)		Maths (expected+)		Triple at expected +	Triple at Greater Depth
	Expected+	Greater Depth	Expected+	Greater Depth	Expected+	Greater Depth	(Read, write & Maths)	(Read, write & Maths)
2022	69% (41 pupils) (67% Nationally)	12% (7 pupils)	47% (28 pupils) (58% Nationally)	5% (3 pupils)	73% (43 pupils) (68% Nationally)	15% (9 pupils)	47% (28 pupils)	3% (2 pupils)

Key Stage 2 (Year 6) SATs

Cohort= 60 pupils	Reading (expected +)		Writing (expected+)		Maths (expected+)		Triple at expected + (Read, write & Maths)	Triple at Greater Depth (Read, write & Maths)	Grammar, spelling & punctuation	
	Expected+	Greater Depth	Expected+	Greater Depth	Expected+	Greater Depth			Expected+	Greater Depth
2022	77%	32%	78 %	27%	77 %	27%	67%	15%	77%	23%
	(46 pupils)	(19 pupils)	(47 pupils)	(16 pupils)	(46 pupils)	(16 pupils)	(40 pupils)	(9 pupils)	(46 pupils)	(14 pupils)
	(74% Nationally)		(69% Nationally)		(71% Nationally)		(59% Nationally)	(7% Nationally)		

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Catch Up Literacy and Numeracy	Catch Up Interventions
WELLCOMM	GL Assessment
Alphabet Arc	Telford and Wrekin
Emotional Regulation	Telford and Wrekin Educational Psychologist