

Pupil premium strategy / self-evaluation Priory Primary School

1. Summary information					
School	Priory Primary School				
Academic Year	2020-21	Total PP budget	£59,799	Date of most recent PP Review	Sept '21
Total number of pupils	185	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Jan '22

Current attainment (KS2 Teacher Assessment)		
7 pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	NO DATA IN 2021	NO DATA IN 2021
Current attainment (KS1 Teacher Assessment)		
6 pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	NO DATA IN 2021	NO DATA IN 2021
Current attainment (Phonics)		
4 pupils		
	NOT ASSESSED IN 2021	
Current attainment (EYFS)		
5 pupils		
	NOT ASSESSED IN 2021	

2. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school)</i>		
A.	Lost learning and experiences due to Covid-19 pandemic	
B.	Speech, Language and Communication skills	
C.	English as an Additional Language	
Additional barriers <i>(including issues which also require action outside school)</i>		
D.	Social & economic deprivation indicators	
C. Intended outcomes		Success criteria
A.	Improved attendance Evidence of readiness for learning Pupil Premium children to be making good progress in line with non-PP children	Improvement term on term = 96% summer term ADPR records / Teacher Assessment Comparison data
B.	More Pupil Premium children to achieve age-related expectations than previously recorded year	As indicated by end of year attainment against their targets
C.	Pupil Premium children to be making good progress in line with non-PP children	Comparison data
D.	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 Pupil Passport

3. Review of expenditure				
Previous Academic Year		2020-2021		
i. Quality of teaching for all				
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
<p>Staff expertise and structure that reflects the learning needs of our Pupil Premium children</p> <p>Provide an Inclusion Teacher to work with staff to ensure Quality First Teaching in the classrooms</p> <p>Provide CPD for all staff</p>	<p>The ability to identify vulnerable pupils' needs early and provide appropriate support to maintain stability within the class cohorts, as well as providing for individual pupils.</p> <p>Early identification and intervention helps the school plan for additional needs in the future.</p> <p>All teachers are highly equipped to respond to vulnerable pupils' needs, including recently emerging trends amongst vulnerable communities.</p>	<p>Thorough reintegration and recovery plans were established by return of pupils in Sept 2020, and proved a useful template for the return in Spring / Summer 2021 after a further period of school closures to most pupils.</p> <p>Many planned CPD opportunities were not possible due to Covid-19 restrictions – to be re-scheduled in 2021/22</p> <p>Identification work was able to continue despite the continued interruption to school-based learning, thanks to established structures within the school – teachers had systems by which they could raise and address concerns over pupil progress and / or barriers to learning experienced by our vulnerable children.</p> <p>Keyworker / vulnerable pupil provision during the second period of remote learning was more successful in terms of the numbers accessing the support and in terms of the structured and consistent learning approach taken across the school (building on lessons learned in 2020)</p>	<p>Use of specialist staff continues to impact significantly on both pupil outcomes and on class teachers' ability to integrate learning in the classroom. Strategy is effective.</p> <p>School will seek ways to embed the positive outcomes of the Recovery approach in the final year of this specialist provision.</p>	<p>£12,035</p>

ii. Targeted support				
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
Provide a Learning Recovery Teacher	A Learning Recovery Teacher on a fixed term for one-year to support the whole school, will prioritise Pupil Premium children who are likely to be at greater risk to loss of learning and more likely to be impacted by the social and economic pressures.	The impact of the Learning Recovery Teacher has been more far reaching even than imagined, due to the individual expertise of the post-holder in mental health & well-being, as well as curriculum learning. Having then had a second period of remote learning, they were instrumental in minimising the difficulties experienced in 2020, and then providing continuity of learning through and after the return. In the absence of assessment data, case studies have been recorded. Demonstrating the breadth of impact on pupils.	Learning recovery teacher post to be extended by a further year.	£18,650
Provide an independent social worker	To provide weekly 1:1 support to those pupils who do not reach the threshold for the local authority social care support, or whose wait for services would be detrimental, to promote emotional health and readiness for learning, and to impact positively on pupils' behaviour.	This ongoing service provided for 6 pupils delivering approx. 50 sessions. Delivery was significantly impacted by the Covid-19 restrictions, hence an underspend.	The school will continue to provide this service, with a particular focus on pupils / families impacted by the Covid-19 crisis.	£1,483

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.	As reported last year, the impact of this work in recent years was really bearing fruit, until the pandemic crisis began. Considerable work was done this year to manage the anxieties and to rebuild the positive attendance habits, lost by the constant interruptions to school-based learning. The school attendance levels in Autumn Term 20 were below national average at 91.3%, Summer Term 21 levels were much improved at 94.8%. Full year average was 93.2%.	This role remains critical in ensuring PP children are not further disadvantaged and have best chance of recovering their learning. Strategy is successful and continues to be relevant	£6,320
Provide EY qualified teacher three additional afternoons in Reception Class	Pupils will benefit from accelerated progress and more rapid language integration following lower than average starting points; specific attention given following missing education due to Covid-19 crisis.	The starting points and language & communication difficulties on entry to school are becoming more apparent year on year. The additional staffing enabled the class teacher to address specific needs, and ultimately 32% (9 pupils) achieved GLD overall, but over the course of the year, senior leaders identified the need for a change of strategy to address the changing need.	The school has identified the need to start this accelerated progress strategy in Nursery – so there will be a new approach in 2021-22	£5,500
Targeted support to PP children and families	To ensure basic needs are met and specific interests are nurtured	Due to Covid-19 restrictions and control measures, the opportunities for support here was not as comprehensive as we had hoped. Equally, the national and local government initiatives provided for some basic needs, such as holidays payments and activities.	We expect to see more opportunities return in the coming year and intend to keep this strategy to test its impact in a more 'normal' year.	£446

iii. Whole School Strategies				
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)	Cost
Provide Inclusion Lead to ensure that teaching and learning opportunities meet the needs of all pupils Well being Monitoring data class cohorts	Pupil Premium children's needs are identified early and actions planned accordingly. Teaching teams are fully equipped and delivering inclusive learning.	Inclusion work, interventions and adapted learning has been a central drive throughout 2020/21, with considerable staff professional development opportunities managed by the Inclusion Lead. This has included the embedding of Mental Health screening across the school, and rapid response interventions acting on the outcomes. No attainment data has been recorded this year, in order to allow staff to focus on delivering teaching and learning that addresses gaps, complicated by a second period of remote learning.	This role is becoming increasingly important and with an increasing workload as the profile of incoming pupils demonstrates – this is true of in-year transfers throughout the school as well as school entry age pupils.	Staffing £4,350
Provide incentives for improving whole school attendance	A positive culture of high attendance impacts on all pupils and gives Pupil Premium best chances of equal access to broad curriculum and enrichment activities	A new rewards system has been devised and will continue to be implemented as the school returns to continuous on-site attendance. It has been especially important to re-establish habits of punctuality and attendance particularly as families struggled to set routines during periods of remote learning.		Resources £551.18

<p>Provision of enrichment activities</p>	<p>A wider range of life and learning experiences will impact on pupils' communication, expression, resilience, well-being and readiness for learning.</p> <p>Pupils will be given regular access to large outdoor spaces to support & develop good physical and mental health behaviours and to enrich life experiences.</p>	<p>Artists – creation of an interactive learning wall in Early Years and a mural showing the frog life-cycle. Pupils & staff were involved in the concepts and witness the creative process: £2,700 Upstage Theatre Company worked with two cohorts of pupils to recovery the lost experiences from previous year: £2600 Singing session were changed to instrumental music making due to Covid restrictions: £736 School trips subsidies: £866.75 Forest School / Cookery Club: £741.80 Minibus running costs: £250</p>	<p>This strategy will be further developed and linked to the School Development Plan in 2021/22, as Pupil Premium children are prioritised in developing Pupil Voice in the school. We will continue to focus on the activities and experiences that are proven to raise self-esteem, give pupils practical life experiences and generate language development opportunities.</p>	<p>£7,894.55</p>
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<p>Pupil Premium Fund</p>
<p>Income 20/21 - £59,799</p>
<p>Total spend in 20/21 - £57,231</p>
<p>Carry forward to 21/22 – allowable due to Covid-19 pandemic - £2,568</p>