

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Priorslee Academy
Number of pupils in school	434
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	16 <sup>th</sup> December 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Jodie Cooper <b>Head of School</b>
Pupil premium leads	Jodie Cooper <b>Head of School</b> Vicky Lees <b>Director of Teaching and Learning</b> Rebecca Brewer <b>Director of Pupil Needs</b>
Governor / Trustee lead	Anne Bates

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37660
Recovery premium funding allocation this academic year	£4060
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	£41720

# 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 – 13%.

The school currently has 434 pupils on site, with 33.7% of pupils are from minority groups. 22.6% 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, residentials, 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. Spelling, Phonics and Grammar	Gaps in pupils' knowledge of phonics, spelling and grammar rules
4. Reading, Writing and Maths	Narrowing the attainment gap for pupils in receipt of PP in comparisons to their peers
5. 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
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 cost: £ 21,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Experienced Teachers</p> <p>£12128</p>	<p>Sutton Trust Developing Teachers</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>	3, 4, 5
<p>Numicon Trained Members of Staff</p> <p>£433.50</p>	<p>EEF Making the Best use of Teaching Assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	4
<p>Phonics Training for Support Staff and Teachers</p> <p>Targeted Training for All Teaching Staff with</p>	<p>EEF Teaching and Learning Toolkit (+5 months)</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and</p>	3, 4, 5

<p>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>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>Purchase standardised assessments</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>Sharing Pupil Data with Parents and Carers and Completed Papers</p> <p>£4050 assessment papers</p>	<p>EEF Teaching and Learning Toolkit (+4 months)</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>3, 4, 5</p>

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

Budgeted cost: £30,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:3 tutoring with qualified teacher NTP	EEF Teaching and Learning Toolkit (+4 months impact)	3, 4, 5

<p>£9474</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>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 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</p>
<p>Targeted intervention plans in each year group delivered by teaching assistants £14364</p>	<p>EEF Teaching and Learning Toolkit (+4 months impact)</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</p>	<p>3, 4, 5</p>



	effective progress, or to teach challenging topics or skills.	
SALT using WELLCOMM £1197	EEF Teaching and Learning Toolkit (+6 months impact) 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.	1, 2, 3, 4
Beanstalk Volunteer Reading Programme £660	EEF Teaching and Learning Toolkit (+6 months) 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.	3, 4

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

Budgeted cost: £8090

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Trained Member of Support Staff with 1 day per week release time	EEF Teaching and Learning Toolkit (+4 months impact)  Social and emotional learning (SEL)	1, 2, 4

£600	<p>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.</p> <p>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>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 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>	1, 2, 4
<p>Forest School Sessions for All EYFS and Key Stage One Pupils £7350</p> <p>Outdoor Outreach to be Accessed by All Key Stage Two Pupils £70 per session</p>	<p>EEF Teaching and Learning Toolkit</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>	1, 2

**Total budgeted cost: £60, 585**

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

### Pupil premium strategy outcomes

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

*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.

Further analysis to be carried out in January 2022 following a full term of teaching and no periods of bubble closures or lockdown.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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