



Expect
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Enjoy

Pupil premium strategy statement



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1. Summary information

School	Pirton Hill Primary School				
Academic Year	2022/2023	Total PP budget	£244,645	Date of most recent PP Review	November 2018 Ofsted 2022
Total number of pupils	409	Number of pupils eligible for PP	161	Date for next internal review of this strategy	Termly

2. Current attainment

	Foundation Stage - 2021-2022	Key Stage 1 – 2021-2022							
	Good Level of Development	Reading		Writing		Maths		Combined	
		Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth	Expected	Greater Depth
Pupil Premium	50%	48%	13%	39%	9%	61%	9%	35%	9%
Whole Cohort	56%	56%	14%	51%	9%	66%	12%	53%	7%

	Key Stage 2 Attainment – 2022			
	Reading	Writing	Maths	Combined
	Expected	Expected	Expected	Expected
Pupil Premium	36%	36%	48%	28%
Whole Cohort	47%	50%	45%	43%

*GDS removed due to Non Statutory SATS 2020-2021

Note: Internal Data from Aspire

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	A lower % of PP pupils making accelerated progress to be inline or better than non PP pupil in RWM	
B.	Pupils have access to a range of experiences both in and outside of school. Pupils develop aspirations and experience opportunities which they may not have otherwise. Lack of wider experiences, e.g. cultural opportunities, visits, learning a musical instrument etc impacts on self-esteem and aspirations. Poor learning behaviours and high levels of social and emotional needs impacts are impacting on pupils’ well-being, progress and attainment. Resulting in a lower % of PP pupils than non PP pupils achieving the expected standard at the end of each year in reading, writing and maths.	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Attendance is significantly below National. Attendance 2017-2018: 94.7% (Non PP 95.1%) / Persistent Absence: PP 2017-2018 – 11.9% Non PP 11.4% Attendance 2018-2019: 95.82% (Non PP 95.27%) / Persistent Absence: PP 2018-2019 – 6.2% Non PP 9.4 % Attendance 2019-2020: 95.4% (Non PP - 95.9%)/ Persistent Absence: PP 2019-2020 – 5.19% Non PP 12.47% Attendance 2020-2021 94.9% (Non PP-95.74%)/ Persistent Absence: PP 2020-2021 PP - 6% Non PP-3.2% Attendance 2021-2022 93.4% (Non PP- 93.7%)/ Persistent Absence: PP 2021-2022 PP 21% Non PP 25.3%	
D.	A lower % of PP pupils are achieving the higher standard than non PP pupils in Reading, Writing and Maths. (focussing on Higher Ability PP pupils)	
E.	Lack of early speech developed before school age, from lack of social engagement/medical needs	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To accelerate the progress of pupils entitled to Pupil Premium funding	All PP pupils make at least expected and accelerated progress, continuing to close the gap with National. A higher percentage of PP pupils achieve the expected standard or above at the end of EY, KS1 and KS2. Staff successfully implementing relevant teaching strategies in order for PP pupils to make at least expected and accelerated progress.
B.	To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support including well-being and Growth Mind-set).	PP pupils are monitored closely and more challenging learning opportunities are provided. Early intervention is received in order to make rapid progress to narrow any gaps Incidents of PP behaviour tracked showing a decline Pupils have access to a range of experiences both in and outside of school. Pupils develop aspirations and experience opportunities which they may not have otherwise.

C.	Implement attendance Champion who monitors attendance of disadvantaged pupils weekly	Pupils' attendance significantly improves term on term. Persistence absence decreases. EWO & school staff (FW and Office) actively works with families to improve attendance. The gap between the schools' and National attendance figures closes.
D.	Improve attainment of high ability disadvantaged pupils including interaction with homework	Higher Attaining PP pupils are monitored closely and more challenging learning opportunities are provided for them. A higher % of HA PP pupils achieve above the expected standard at the end of EY, KS1 and KS2.
E.	Provide in house Speech and Language therapy for disadvantaged pupils	Communication and speech improves for disadvantaged children leading to improvement in outcomes and attainment.

4. Planned expenditure					
Academic Year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A .To accelerate the progress of pupils entitled to Pupil Premium funding	Small group teaching in R, W, M & Phonic(where applicable) intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies and specific SEND known resources)	<p>Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF)</p> <p>Research from the Sutton Trust shows that “Improving the impact of teachers on pupil achievement in the UK”(September 2011) results in “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<ul style="list-style-type: none">Progress and engagement of PP children to be noted during all lesson observations and work scrutiny.Additional teaching sessions and small group support scheduled.CPD for support staff (e.g. in-school Speech and language therapy, SEND CPD)Impact monitored by English and Maths subject leaders and PP SLT.Whole school provision map shows progress of PP childrenHLTAs to support teaching in Year 6 allowing class teacher to provide interventions (2 days per week in three classes)	<p>TAs to support interventions</p> <p>(TA, CW, EA, BW,FK.EC,SS,FR, SC,NG,DG,SP,JD)</p> <p>CE</p>	<p>Autumn 2 Spring 2 Summer 2</p> <p>£2000 for BW books</p> <p>£1000 Send Resources (ie Word Wasp, Toe by Toe, Spelling Bee, wobble cushions)</p>

			<ul style="list-style-type: none"> • Book Wizard books for PP chn providing engaging materials • Range of AR books purchased (levels 0.5, 1 and 2 to support all levels) for in class library • TT rock stars /homework club for PP children • Completion of Word Wasp and Toe by toe children 		
				TA costs £112 628	

<p>B. To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support including well-being and Growth Mind-set).</p>	<p>Part funding salary of Nurture worker to deliver:</p> <ul style="list-style-type: none"> Sessions to build self-esteem and confidence of vulnerable pupils. Sessions to develop and maintain positive behaviours for learning and social interaction (inclusive of ELSA run by FW) Identify needs and plan targeted intervention for vulnerable pupils. Use of Family Worker and Nurture team to engage with parents before intervention begins. (ELSA) Engage support from EP/SENS team to support outcomes for PP children 	<p>Statutory information for schools reflect that targeted support matched to individual needs, including behavioural and emotional, can be effective in overcoming barriers to their learning. (EEF Toolkit)</p> <p>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. (Boxall profiling)</p> <p>To provide PP pupils opportunities for educational visits and extracurricular activities to provide real purpose for writing. These are experiences that many are missing, limits their ability to produce high-quality pieces of writing required to achieve GLD / the Expected progress.</p>	<ul style="list-style-type: none"> Continuous identification of pupils eligible for PP funding Early intervention of individuals through the work of the PST/FW Subsidise ASC or BC when applicable Financial Support for uniforms, extra-curricular clubs or educational trips To ensure provision provided is consistent and good We will use a range of programmes which have been independently recommended and shown to be effective in other schools. (Provision of Bedrock support to develop language and vocabulary) Accelerate progress with resources to support learning-provision of Chromebooks Evidence of AR targets met or Reading rings achieved for Disadvantaged pupils Use of local behaviour support consultant financed by the Local partnership. Preventative intervention in school by Nurture/FW worker EP /SENs team report outcome and suggested strategies are implemented. Monitor impact of interventions and assess whether improvements in behaviours translate into improved attainment of disadvantaged pupils Homework club targeted at PP children to support provision (Y3-Y6) Year 6 SATS books to accelerate progress, to be run in school by TA 	<p>CE CS GK TB RB JD</p>	<p>Ongoing</p> <p>Part CS salary/Family worker Salary</p> <p>£100 uniforms when needed (Reception starters) £500 ASC and BC £3000 Educational visits and sports clubs</p> <p>£3000 resource packs to support learning in school and at home</p> <p>£3000 EP/SENS visits and advice (£4750)</p> <p>Part RB salary</p> <p>Costs £18420</p>
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C. Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	Improve attendance and punctuality of disadvantaged pupils	Statutory information for schools addressing attendance as a key step to improving attainment.	<ul style="list-style-type: none">• The school Attendance team work closely with the LA and EWO to closely monitor attendance, absence and punctuality to ensure early detection of dips in pupils' attendance and that any concerns are dealt with effectively.• Weekly meetings• Weekly rewards for pupils to raise attendance (£1000)• Termly Prizes (£2000)• Use of CPOMS to track late collections• Family workers to meet with families(of PP chn) requesting term time leave and explain procedures and affects	GK/TB/ KH	Ongoing Part funding Salary attendance staff (FW and Admin support)
	Family Workers to monitor pupils' attendance and punctuality and follow up quickly on absences. First day response provision.	Family Workers liaise with families and EWO to improve attendance and punctuality providing support for target pupils. Parents are advised of the impact of term time absence on their child's education using WEDUC		Costs £34 002	
Total budgeted cost				£165 050	
(ii) Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Improve attainment of high ability disadvantaged pupils linked to outcomes in homework.	Support and CPD to enable staff to provide Challenge for achieving GDS for disadvantaged pupils	Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF)	<ul style="list-style-type: none">• To track progress and attainment of higher attainment pupils and ensure necessary challenge is in place.• To identify barriers to learning for individual pupils, including high attainers and monitor engagement of PP pupils• Measure entry and exit points from provision map data• Increase the engagement levels of parents/carers of Pupil Premium pupils• Provide chrome books to support learning at home• Bedrock weekly sessions for year 3 and 4 supported by an HLTA and monitored by a Teacher	CE TA Support	Autumn 2 Spring 2 Summer 2
	Weekly small group teaching focus in R, W & M challenge intervention	Improved focus and clarity on how to best support Pupil Premium pupils leads to raised attainment and progress and the gap closing between PP and non PP pupils.			Costs £61 770

E. Improve communication/speech leading to improved attainment and progress.	Provide personalised Speech and Language therapy for disadvantaged pupils	<p>It is evident that Speech and Language Therapy (SALT) makes a significant difference in the lives of individuals with speech, language and communication needs. <i>(Integrated Treatment Services)</i></p> <p>From January 2021 the OFSTED framework has had an increased focus on the teaching of literacy skills including communication. Children experiencing communication difficulties are at substantial risk of low achievement and of missing their literacy targets in primary school, with the gap widening at secondary school. Early identification and intervention is vital, and can be highly effective. Often there are measures that schools can take to help children with communication difficulties, but sometimes it is necessary to seek specialist help from a speech and language therapist. <i>(Children's Therapies)</i></p>	<ul style="list-style-type: none"> Speech and Language therapist supports children through <ul style="list-style-type: none"> 1:1 work Group session (where applicable) In class and at home strategies shared Reviewing progress Liaising with Class Teacher and parents Early Language Intervention for targeted pupils in Reception. 	<p>Magic words SALT therapist – CD</p> <p>TA</p>	<p>Part SALT therapist salary</p> <p>Costs £4180</p>
Total budgeted cost					£231 000

5. Review of expenditure				
Previous Academic Year		2021-2022		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. To accelerate the progress of pupils entitled to Pupil Premium funding	Weekly small group teaching in R, W & M intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies) Small Teacher / TA led sessions delivered remotely	In some year groups, data indicates that we were on track to make progress YR- Y1- R-35% W-31% M-32% Y2 R-52% W-30% M-11% Y3 R-50% W-50% M-70% Y4 R-63% W-30% M-63% Y5 R- 28% W-44% M-28% Y6 R-40% W-44% M-52%	Precise Teaching in throughout the year had an impact with PP chn in all areas and data indicated progress. PP cohort access to technology in order to use TTRS with staff members during their lunch break	£ 41 510 £47590 £2500 £3500
B. To raise the profile of Disadvantaged pupils and address their behaviour, social and emotional needs (by developing personal support including well-being and Growth Mind-set).	Part funding salary of Nurture worker to deliver: <ul style="list-style-type: none">Sessions to build self-esteem and confidence of vulnerable pupils.Sessions to develop and maintain positive behaviours for learning and social interaction Identify needs and plan targeted intervention for vulnerable pupils. Use of Family Worker and Nurture team to engage with parents before intervention begins.	Staff confidently knew who their PP children were and the provision they needed. Intense provision provided during remote learning in particular	Chrome books provided to support learning at home to support PP children as early as possible-Chromebooks provided as early as possible Further support is required for emotional support-ELSA for 2022	Part CS salary £100 uniforms when needed £500 ASC and BC £3000 Educational visits and sports clubs £3000 resource packs to support learning in school and at home

C. Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	Improve attendance and punctuality of disadvantaged pupils Family Workers and key support staff employed in school to monitor pupils' attendance and punctuality and follow up quickly on absences. First day response provision.	Positive impact of raising the profile of attendance Figures as follows: Autumn: 95% Spring: 94% Summer: 93.6% Quick intervention proved successful. Attendance pathway implemented so staff clear on procedures.	Keeping the profile of attendance at the forefront of all stakeholders (staff, children and parents) This approach yielded positive outcomes so will be continued throughout this financial year.	Part funding Salary attendance staff (FW and Admin support) £44 002 £2500
			Total budgeted cost	£97 600
ii. Targeted support				
Desired outcome	Chosen action/approach	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
D. Improve attainment of high ability disadvantaged pupils	Support and CPD to enable staff to provide Challenge for achieving GDS for disadvantaged pupils	Groups took place and so did adjustments to class teaching and support	This was impacted by the needs of the lower end support for PP Children Use of Provision map and monitoring of data Evidence in books Supporting and challenging HA PP	TA Support Interventions Costs £61 770
E. Improve communication/speech leading to improved attainment and progress.	Provide personalised Speech and Language therapy for disadvantaged pupils	Due to support offered and implemented, reports and advice and can implemented in class and use for EHCP applications	Use SALT for groups of children for wider impact effect TAs to implement advice/support throughout the week	Magic words SALT therapist – TCR Part SALT therapist salary Costs £4180