



# Pupil Premium Strategy Statement



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	Pirton Hill Primary school
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Glenn Booth, Headteacher
Pupil premium lead	Cristelle Ellis, Deputy Headteacher
Governor	Owen Malcolm, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243, 445
Recovery premium funding allocation this academic year <small>*To be added and allocated to the plan January 2022 following accurate summative data from December 2021 identifying gaps, to enable funds to be accurately targeted</small>	£26, 535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£269 980</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. In order to do this the progress of pupils entitled to Pupil Premium funding, needs to be accelerated.*

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 FS, KS1 and KS2.  
Staff successfully implementing relevant teaching strategies in order for PP pupils to make at least expected and accelerated progress.

This will be achieved by: weekly small group teaching in R, W & M intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies and specific SEND known resources)

*Furthermore, we plan 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).*

This will be achieved by:

Closely monitoring PP pupils and ensuring 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

Providing pupils access to a range of experiences both in and outside of school.

Ensure pupils develop aspirations and experience opportunities which they may not have otherwise.

Include sessions to build self-esteem and confidence of vulnerable pupils, to develop and maintain positive behaviours for learning and social interaction

*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 work with families to improve attendance.

The gap between the schools' and National attendance figures closes.

This will be achieved by:

Improved 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

*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 FS, KS1 and KS2.

This will be achieved by:

Improve attainment of high ability disadvantaged pupils linked to outcomes in homework.

Supporting CPD to enable staff to provide Challenge for achieving GDS for disadvantaged pupils

Weekly small group teaching focus in R, W & M challenge intervention

*Provide in house Speech and Language therapy for disadvantaged pupils*

Communication and speech improves for disadvantaged children leading to improvement in outcomes and attainment.

This will be achieved by:

Providing personalised Speech and Language therapy for disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	A lower % of PP pupils making accelerated progress to be inline or better than non PP pupil in RWM
2	<p>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.</p> <p>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.</p>
3	<p>Attendance is significantly below National.</p> <p>(Attendance 2017-2018: 94.7% (Non PP 95.1%) / Persistent Absence: PP 2017-2018 – 11.9% Non PP 11.4%)</p> <p>(Attendance 2018-2019: 95.82% (Non PP 95.27%) / Persistent Absence: PP 2018-2019 – 6.2% Non PP 9.4 %)</p> <p>(Attendance 2019-2020: 95.4% (Non PP - 95.9%)/ Persistent Absence: PP 2019-2020 – 5.19% Non PP 12.47%)</p> <p>(Attendance 2021-2022 94.9% (Non PP-95.74%)/ Persistent Absence: PP 2020-2021 - 6% Non PP-3.2%)</p>
4	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)
5	Lack of early speech developed before school age, from lack of social engagement/medical needs

## 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
To accelerate the progress of pupils entitled to Pupil Premium funding	<p>All PP pupils make at least expected and accelerated progress, continuing to close the gap with National.</p> <p>A higher percentage of PP pupils achieve the expected standard or above at the end of FS, KS1 and KS2.</p> <p>Staff successfully implementing relevant teaching strategies in order for PP pupils to make at least expected and accelerated progress.</p>
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>PP pupils are monitored closely and more challenging learning opportunities are provided.</p> <p>Early intervention is received in order to make rapid progress to narrow any gaps</p> <p>Incidents of PP behaviour tracked showing a decline</p> <p>Pupils have access to a range of experiences both in and outside of school.</p> <p>Pupils develop aspirations and experience opportunities which they may not have otherwise.</p>
Implement attendance Champions who monitor attendance of disadvantaged pupils weekly	<p>Pupils' attendance significantly improves term on term. Persistence absence decreases.</p> <p>EWO &amp; school staff (FW and Office) actively works with families to improve attendance.</p> <p>The gap between the schools' and National attendance figures closes.</p>
Improve attainment of high ability disadvantaged pupils linked to outcomes in homework.	<p>Higher Attaining PP pupils are monitored closely and more challenging learning opportunities are provided for them.</p> <p>A higher % of HA PP pupils achieve above the expected standard at the end of FS, KS1 and KS2.</p>
Improve communication/speech leading to improved attainment and progress.	<p>Communication and speech improves for disadvantaged children leading to improvement in outcomes and attainment.</p>

## 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

Budgeted cost: **£136,048**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly small group teaching in R, W &amp; M intervention in addition to timetabled curriculum. (inclusive of precise teaching strategies and specific SEND known resources)</p> <p>Purchase high quality reading books for children entitled to PP</p> <p>SEND resources to support progress</p>	<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>	1, 2, 4
<p>Part funding salary of Nurture worker to deliver:</p> <p>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. Engage support from EP/SENS team to support outcomes for PP children</p>	<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>	2,4,5

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

Budgeted cost: **£73,395**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support and CPD to enable staff to provide Challenge for achieving GDS for disadvantaged pupils</p> <p>Weekly small group teaching focus in R, W &amp; M challenge intervention</p>	<p>Small group interventions with highly trained staff have been shown to be effective in school based on reliable evidence sources (EEF)</p> <p>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.</p>	1, 2,4
<p>Provide personalised Speech and Language therapy for disadvantaged pupils</p>	<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.</p> <p>(<i>Children's Therapies</i>)</p>	1,2,4,5

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

Budgeted cost: **£34,002**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance and punctuality of disadvantaged pupils</p> <p>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.</p>	<p>Statutory information for schools addressing attendance as a key step to improving attainment</p> <p>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</p>	<p>2, 3</p>

**Total budgeted cost: £234,445\* (+ £26, 535 Recovery Pupil Premium catch up Funding to be delegated in January 2022)**

## 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.

Precise Teaching shows to have had an impact with PP chn in all areas and data indicated that if lockdown had not happened, further progress would have been made  
PP cohort access to technology in order to use TTRS with staff members during their lunch break would have been more successful if the year wasn't interrupted by Lockdowns  
Impact of remote learning in some cases despite extra support and Teaching for PP children which disrupted all our subject areas to varying degrees

In some year groups, data indicates that we were on track to make progress

#### Reception

36% GLD whole cohort

27% GLD-PP

#### KS1 Y1

38% exp progress R

38% ex + progress R

50% exp progress W

21% ex + progress W

46% exp progress M

42% ex + progress M

#### KS1 Y2

40% exp progress R

25% ex + progress R

50% exp progress W

25% ex + progress W

55% exp progress M

27% ex + progress M

#### KS2 Y3

60% exp progress R

16% ex + progress R

48% exp progress W

0% ex + progress W

68% exp progress M

4% ex + progress M

#### KS2 Y4

58% exp progress R

8% ex + progress R

42% exp progress W

13% ex + progress W

42% exp progress M

16% ex + progress M



#### KS2 Y5

44% exp progress R  
30% ex + progress R  
22% exp progress W  
30% ex + progress W  
37% exp progress M  
33% ex + progress M

#### KS2 Y6

53% exp progress R  
17% ex + progress R  
17% exp progress W  
43% ex + progress W  
47% exp progress M  
23% ex + progress M

Staff confidently knew who their PP children were and the provision they needed. Intense provision provided during remote learning in particular. Nurture and FW supported families remotely as much as possible.

Positive impact of raising the profile of attendance

Figures as follows: Pirton Hill attendance data 2020/2021- 95.6% PP 94.4%

Quick intervention proved successful. Attendance pathway implemented so staff clear on procedures.

Partly due to school closures, not all higher ability PP pupils who were on track to meet/exceed their targets. Groups took place and so did adjustments to class teaching and support