



# Primrose Hill C of E Primary Academy

## Pupil premium strategy statement 2022/2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Primrose Hill C of E Primary Academy	
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Emma Mignaud Head teacher
Pupil premium lead/s	Mrs Deborah Mabbutt/Miss P
Governor / Trustee lead	Mr Graham Hosking

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,050
Recovery premium funding allocation this academic year	£5655
Pupil premium (and recovery premium) funding carried forward from previous years (enter £0 if not applicable)	£26,029.61
<b>Total budget for this academic year</b>	<b>£88,734.61</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### School Priorities for Pupil Premium 2022 / 2023

*Growing a brighter future together*

*Jeremiah 29:11 - For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future.*

*Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:*

- *Ensuring quality first teaching and learning in every class, across the whole curriculum.*
- *Early identification of children who are eligible to receive PPG.*
- *Closing the attainment gap between disadvantaged pupils and their peers, especially in phonics, reading, writing and maths.*
- *Providing targeted academic support for pupils who are not making the expected progress in phonics, reading, writing and maths.*
- *Addressing non-academic barriers to attainment such as fulfilment of basic needs, attendance or social and emotional needs.*
- *To provide opportunities for our children to be aspirational through our vision and character education to include: widening opportunities and increasing cultural capital.*
- *Ensuring that the PPG reaches the pupils who need it most.*

#### DGAT Priorities for Pupil Premium 2022 / 2023

- *Narrow the gaps between PP and their non PP peers (Greater Depth)*
- *Outcomes for pupils across the trust to be at least at national average at EYFS, KS1 and 2*
- *Each school to have identified a robust system for assessment for wider curriculum subjects so that knowledge, skills and vocabulary across the foundation subjects is matched to the core curriculum content.*
- *Ensure attendance rises to maximise outcomes for pupils.*

## Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps between pp/non-pp gap is widening (especially greater depth).
2	Poor resilience and reluctance to stretch own learning
3	Limited exposure to wider world knowledge and aspirations
4	Poor attendance and punctuality
5	Lack of parental engagement - Basic needs not met leading to poor mental health and wellbeing due to economic crisis, rising bills, ongoing COVID related illnesses.

## 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
<p><b>Quality of teaching</b></p> <ol style="list-style-type: none"> <li>1. Ensure the continuation of quality first teaching in all curriculum subjects.</li> <li>2. Use of assessment to ensure all children keep up rather than catch up to close the attainment gap between pp and non-pp children including greater depth.</li> <li>3. Clear assessment systems across the school in foundation subjects to ensure children are acquiring the skills, knowledge and vocabulary needed to know more and remember more.</li> <li>4. Outcomes are measured and children quickly identified for intervention, tutoring or SEND provision to close attainment gaps.</li> </ol>	<p>Ofsted report from July 2022 – Quality of education - GOOD</p> <p>Outcomes for pupils across the school to be at least at national average at EYFS, KS1 and 2.</p> <p>Attainment gap between disadvantaged pupils and their peers, especially in phonics, reading, writing and maths has been reduced.</p> <p>Pupil progress meetings 3 times a year show the effectiveness of teaching, tutoring and interventions for all pupils.</p> <p>Target Tracker revised statements are used more effectively by teachers to track and monitor skills, knowledge and vocabulary retention in the foundation subjects.</p>



<p><b>Targeted academic support</b></p> <ol style="list-style-type: none"> <li>1. Structured interventions: targeted English and maths teaching for pupils who are below age-related expectations.</li> <li>2. Support for disadvantaged pupils: Creating additional teaching and learning opportunities within the school day and using trained TAs to deliver additional tutoring sessions.</li> <li>3. Provision maps updated termly to carefully track all pupils' progress.</li> <li>4. Target Tracker used effectively as a mark book to ensure gaps are closed quickly and children achieving ARE across the curriculum.</li> </ol>	<p>Children in all year groups working at ARE or higher in English and Maths EYFS/KS1/KS2. (Target Tracker/SATS/GLD/PSC/TTC/GL assessments/Can do assessments)</p> <p>Intervention entry and exit data shows significant rapid progress.</p> <p>PP disadvantaged pupils identified and planned opportunities evident on provision maps. PP lead/SENDco monitor impact regularly. (Provision maps and monitoring) These are reviewed regularly with teachers at pupil progress meetings.</p> <p>TAs employed to deliver interventions in and out of whole class teaching including before or after school: (Numberstacks/Project x Code/tutoring)</p> <p>Interventions will be fluid and tracked carefully providing rapid catch up and pre-teaching when appropriate.</p> <p>Target tracker statements are highlighted to show progress in all subjects.</p>
<p><b>Wider strategies</b></p> <ol style="list-style-type: none"> <li>1. Character education (Life in all its fullness) to live out the core values and school vision in all pupils' learning to widen aspirations.</li> <li>2. Attendance and parental engagement: SENDco/pastoral team to monitor and improve attendance by fostering links with parents and signposting support as appropriate.</li> <li>3. Breakfast club and after school clubs offered to disadvantaged families.</li> <li>4. Primrose Hill pantry and signposting/early help offer to support most vulnerable families to ensure basic needs are met.</li> <li>5. Intervention groups to support wellbeing and mental health run by SENDco/pastoral team to include</li> </ol>	<p>Children will talk about their possible future careers, showing aspiration, linked to famous people of all gender, race, ethnicity ability. (Pupil voice, afternoon subject slides.) OFSTED personal development OUTSTANDING.</p> <p>Children in all year groups achieving 'Life in all its Fullness' enrichment offer. (Badge tracker)</p> <p>Children can give examples of the 12 values and link to Bible stories. (Pupil voice/RE work/Collective Worship)</p> <p>Higher percentage of attendance across the school (Scholarpack) = higher attainment</p> <p>Children in school on time so intervention work is more effective raising standards.</p>



<p>ELSA sessions and service family support.</p> <p>6. Playground equipment and structure improved to encourage relationships and interactions for all pupils.</p>	<p>Higher percentage of parents attending meetings and supporting their children at home. Less children at home work club as work will have been completed at home.</p> <p>Children are ready to learn and achieve ARE. (Target Tracker)</p> <p>Children at PH feel safe, secure and happy. (Pupil voice/OFSTED behaviours and attitudes OUTSTANDING.)</p> <p>Children identified for TA support during parent absence (Service families) and for ELSA support. Children emotionally ready to learn. ELSA interventions show progress.</p> <p>Early help referrals are made quickly and other services used to improve self esteem of children such as 'Circus Skills' through Art Space.</p> <p>Dinner supervisors reallocated and trained to utilise equipment and play opportunities at lunch play.</p> <p>Playground leaders used to support children playing together in purposeful play during playtimes and lunchtimes.</p> <p>New playground equipment purchased following playground audit.</p> <p>Less red/yellow cards at playtimes and SLT behaviour support.</p>
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## 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: £ 4,125.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring by SLT and subject leaders and feedback given to staff.	<p>OFSTED report July 2022 – Quality of education – GOOD</p> <p>EEF Effective Professional Development Oct 21 – ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</p> <p>Using a coaching model and robust monitoring cycle in school can ensure that quality first teaching is happening in every year group in the school.</p>	1, 2
Ongoing professional development to upskill teachers.	Teachers are supported to deliver high quality lessons to close attainment gaps. Target tracker data will show this across all subjects including the assessment of foundation subjects. Pupils outcomes will improve and children will know more and remember more. This will be seen in books, low stake quizzing and pupil voice along with formal assessment data.	1, 2, 3
<i>GL Assessments</i> £690.20	<p>Children’s standardised scores show that they have maintained or improved from last academic year. Teacher’s use the data analysis from these assessments to know gaps in learning and can plan for interventions and whole class teaching to teach these gaps so children catch up and keep up.</p> <p>Dr Ben Styles, Head of Classroom Practice and Workforce at NFER said: “<i>The huge effort from teachers and school leaders appears to be leading to encouraging recovery amongst some of our youngest pupils, but the disadvantage attainment gap remains a real concern.</i>”</p>	1
<i>Reading scheme books</i> £1252	EEF Nov 22 - Socio-economic attainment gap remains stubbornly wide after pandemic, with reading skills particularly affected.	1. 5

	<p>Today's findings also tell us that supporting reading development in younger pupils should continue to be an area of focus.</p> <p>Reading scheme books at Primrose Hill to be updated to include new ELS linked books. Children linked carefully to their stage of phonics teaching will embed phonics knowledge and practise at the correct level.</p> <p>Scheme books to be shared at home to practise skills.</p> <p>Comprehension, vocabulary and fluency will improve to raise attainment in reading. (PSC, Target tracker, reading tracker).</p>	
<p><i>Ed Shed Maths</i> £156.75</p>	<p>Use of Maths shed to focus on reasoning questions. Practise of using mathematical knowledge in reasoning will improve outcomes for all pupils.</p> <p>KS2 SAT's data to improve.</p>	1, 2
<p><i>Ed Shed Literacy</i> £117.56</p>	<p>Carefully planned and sequenced lessons will ensure progression and ensure correctly pitched lessons. This will ensure all children achieve in each lesson.</p>	1
<p><i>Can do Maths</i> £518.65</p> <p><i>TTRS/Numbots</i> £255.50</p>	<p>An increase in maths fluency supports all maths learning and therefore achievement. The mastery approach deepens understanding for the children and they can make links. A quick recall of times tables facts relieves the cognitive load in maths lessons so that children can apply their learning to reasoning and problem solving. Children practise skills at home and are awarded with certificates in Celebration Worship to raise aspirations and self-esteem.</p>	1, 2, 5
<p><i>ELS phonics training</i> £256</p>	<p>Reading framework July 2021: Use of a validated SSP will improve phonics teaching.</p> <p>The SSP Program has its own training package that will ensure all staff receive the same training and therefore a high quality of teaching and learning for the children.</p> <p>Reading lead will monitor and coach staff to ensure high quality first teaching and interventions used to quickly teach to close gaps in knowledge.</p>	1
<p><i>ELS SSP Program</i> £668.95</p> <p><i>ELS E Book Library</i> £200</p>	<p>This is a validated SSP Program. In the National reading guidance, July 2021, it was recommended to use a SSP Program to raise standards in phonics. With a scheme, we can ensure consistency in Reception/Y1 and use the scheme to teach children with phonics gaps in Y2 and beyond.</p> <p>E book library encourages children to practise reading at home to embed learning.</p>	1, 5

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

Budgeted cost: £ 16,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TA's employed to deliver targeted interventions.</i> £15,719</p>	<p>(Numberstacks/Project X Code)</p> <p>These interventions have been proven to ensure rapid progress for children to close gaps and achieve ARE. Using TA's that know the children well in school and have good relationships with them ensure that the correct next steps are worked on and children will engage with the sessions.</p>	1, 2
<p><i>Numberstacks</i> £100</p>	<p>Number Stacks is a whole-school intervention to help address gaps in understanding for pupils in all primary year groups. With its Initial Assessments and Fluency Activities at the end of each video tutorial, it is easy to evidence progress as pupils work their way through the key Skills. The case studies on the website show the impact that Number Stacks has had in some of the many schools around the UK who are using the resources.</p>	1, 2
<p><i>Lexplore license</i> £770</p>	<p>Lexplore's method is originally based upon data from the Kronoberg project; an entirely unique longitudinal study of reading and writing which began almost 30 years ago at the Karol inska Institute in Stockholm, provider of the Nobel Prize in Medicine and Physiology. As part of the project eye movement recordings were taken for hundreds of children both with and without reading difficulties. Their academic and reading progress was then followed from primary school to adulthood. By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in the Swedish municipalities of Järfäl la and Trosa, our researchers and founders Gustaf Öqvist Seimyr and Mattias Nilsson Benfatto were able to show that the statistical models they had developed could accurately predict which students would experience difficulties after as little as 30 seconds of reading. By studying a child's spontaneous eye movements as they read, our assessment can precisely determine their individual reading attainment by picking up on minor differences in the way their brain's process text. Unlike many other assessments, the large amount of data we have aggregated over time means that we can now offer an insight into reading that considers the</p>	1, 2



	natural, weekly reading development children are likely to make throughout the academic year.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of new playground equipment.</i>            £23,000 (This has been carried forward from last year. Work to be carried out this year following on from play audit last year.)</p>	<p><b>Outdoor-Classroom-Day-Playtime-matters-report-May-2019</b></p> <p>A report comparing <b>playtime</b> worldwide and highlighting the <b>evidence</b> case ... hugely benefit children's academic <b>attainment</b> and <b>improve</b> behaviour.</p> <p><b>Outdoor playground space to be re-organised and new equipment installed for children to use.</b></p>	3, 5
<p><i>Growing Futures Gardening Project</i></p> <p>£3000</p>	<p>Growing Futures provides schools with the opportunity to educate and develop edible landscapes in their school grounds.</p> <p>It enables children to experience working in a garden and the satisfaction of growing their own food; to create the whole cycle from garden to plate for the children we work with.</p> <p>Aligned with National Curriculum, pupils will benefit from having hands on experience of growing and continue to refine their skills in areas such as science, history and STEM education. We shall encourage the young people to learn about heritage plants, discuss the future of our food and experiment with growing methods. They will be encouraged to collect data through noticing patterns, classifying and comparing a variety of plants throughout the year.</p>	2, 3
<p><i>Tutoring shortfall</i>            £3700</p>	<p>Children's confidence and self esteem improved due to knowing more and remembering more. Gaps taught to enable children to access class curriculum more confidently and raise attainment across all subjects.</p>	1. 2, 5

<p><i>Pastoral lead to support service children (From SPP funding)</i></p>	<p>To provide mainly pastoral support for service children and set up links with service families to best support them.</p>	<p>5</p>
<p><i>SENDco/Pastoral lead to monitor attendance</i></p>	<p>Students who <b>attend school regularly</b> have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. ... Research shows that attendance is an important factor in student achievement.</p>	<p>4</p>
<p><i>SENDco/Pastoral lead to support wellbeing</i></p>	<p>Public <b>Health</b> England exists to protect and <b>improve</b> the nation's <b>health</b> ... Research <b>evidence</b> shows that education and <b>health</b> are closely linked.</p> <p><b>Well-being is a crucial prerequisite for achievement.</b> Achievement is essential for well-being; failure leads to ill-being. Well-being has its own value: it complements academic achievement</p> <p>ELSA: The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	<p>5</p>
<p><i>Parent workshops/meetings, signposting and support to include promotion of Primrose Pantry.</i></p> <p><i>SENDco/Pastoral lead costs for these roles: £24,814 £9500</i></p>	<p>Research evidence shows a strong association between the involvement of parents in their child's education and that child's subsequent attainment. This means that, on average, a child with parent(s) fully engaged in their <b>learning will do better on standardised tests of attainment than</b> a child without such parents.</p>	<p>5</p>
<p><i>Breakfast club £4006</i></p>	<p>National school breakfast club programme <a href="https://www.gov.uk/.../breakfast-clubs-in-high-deprivation-schools">https://www.gov.uk/.../breakfast-clubs-in-high-deprivation-schools</a></p> <p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a</p>	<p>4, 5</p>

	<p>healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs can help pupils' punctuality. Breakfast clubs can be a way of encouraging pupils to get to school on time. Providing breakfast free of charge can encourage parents to let their children come in earlier. Pupils generally like the food on offer and the opportunity to mix with their friends before lessons.</p> <p>Pupils can see the difference in their own punctuality.</p> <p>Targeted children asked to attend breakfast club free of charge as a positive start and transition to the school day.</p>	
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**Total budgeted cost: £88,499.96**

## 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 2021 to 2022 academic year.

- GL assessments were used effectively by teachers to identify gaps of knowledge and to teach these gaps quickly through quality first teaching and effective interventions.
- The introduction of Essential Letters and Sounds has ensured consistency across the whole school in the approach to phonics teaching and spelling structure. Y1 PSC scores were above national average. Whole school training ensures best practice is maintained and shared. OFSTED July 2022 – ‘The teaching of phonics is effective. Staff’s phonic knowledge is secure. The books pupils read match the letters and sounds they know. This helps pupils to develop their reading speed and accuracy well. Pupils who need additional help to secure their phonic knowledge are identified swiftly and supported well with extra phonics lessons and regular reading practice.’
- Reading lead is ELS freelance trainer and identified by OUP as an outstanding practitioner.
- Can do maths mastery structure is used effectively from EYFS – Y6: OFSTED July 2022 ‘Teachers regularly check pupils’ recall of prior learning. Where teachers use this assessment information effectively, misconceptions and gaps in pupils’ knowledge are rectified quickly. For example, in mathematics, teachers put additional practice sessions in place to ensure pupils secure their knowledge of the mathematical concept being taught. This helps pupils to build their knowledge successfully over time.’
- TTRS/Numbots – arithmetic scores have improved at KS2.
- Intervention data shows that children have made rapid progress after using Project X and Numberstacks interventions.
- Early Help offer has been positively used to help a number of families and good evidence of support given to families of EYFS children to support on entry of starting school.
- External agencies and projects to support well being accessed and has had a positive impact on the self esteem and outcomes for the children involved. Pupils appreciate the breadth of wider opportunities that are on offer to them. The many sporting and musical events, such as cheerleading, help to develop

pupils' talents and interests successfully. Pupils know how to be physically and mentally healthy.

- Pupil Premium children offered music lessons through I Rock to improve self-esteem. Excellent parental feedback and concert performed to share skills learned.
- OFSTED July 2022- 'Some pupils need help to understand and manage their emotions and feelings. Staff are quick to spot who needs this additional support. This work is successful. Leaders recognise the importance of broadening pupils' experiences to reduce barriers caused by disadvantage or individual need.'
- Parents are supported to improve their children's attendance when needed. This is monitored carefully and the pastoral team have good relationships with families to ensure this is successful.
- Positive parental feedback from service families about the support given to children whilst family members away for long periods of time.
- Play audit complete and clear plan for 2022/23 to revamp playground spaces to include equipment, young leaders and redeployment of dinner supervisors.
- Primrose Pantry launched and promoted to support families as a local food bank offer.

## 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
Numberstcks	Numberstacks
Project X Code	OUP
Can do Maths	Buzzard Publishing
Maths Shed and Literacy Shed	Ed Shed
Numbots/TTRS	Numbots/TTRS

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pastoral team employed within the school to offer emotional support.</p> <p>Meetings with service families.</p> <p>Timetabled sessions to support children with stories, art projects and time to talk.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Positive feedback from service families.</p> <p>Children had designated time to prepare for zoom calls and to make memory boxes.</p>

## Further information (optional)

Primrose Hill OFSTED report July 2022: Personal Development – OUTSTANDING

‘Each year, pupils complete ‘Life in all its fullness’ challenges. These activities equip pupils with the knowledge, skills and experience to become successful global citizens. Pupils are empowered to take on roles of responsibility, such as the Kaleidoscope group. They are confident when expressing their opinions but recognise the importance of listening to each other. Pupils’ well-being and welfare are given as high a priority as their academic achievement.’

*PRIMROSE HILL C OF E ACADEMY LIFE IN ALL ITS FULLNESS OFFER (Challenge number addressed: 3 and 5)*

*OUR PRIMROSE VALUES:*

*AMBITION*

*CURIOSITY*

*CREATIVITY*

*SENSE OF SELF*

*SENSE OF PLACE*

*OFFER INTENT: At Primrose Hill C of E Academy, we believe in developing the whole child. As a school we are advocates that success is not measured purely by academic achievements but by the character of the individual also. Our aim is to ensure that every child in our care is the best version of themselves through nurturing talent, channelling creativity, exposing ambition and competing for excellence. Pupils at Primrose Hill C of E Academy will experience a rich tapestry of opportunities that will shape life choices, develop pride and confidence as well as prepare pupils for their next steps in life. Our “Life in all its fullness” Offer is deeply rooted in our school’s Christian ethos whilst being embedded in our Primrose values.*