

# Pupil premium strategy statement – Primrose Hill C of E Primary Academy 2023-2024

This statement details our school’s use of pupil premium (and recovery premium) 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
<b>Primrose Hill C of E Primary Academy</b>	
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	26.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Emma Mignaud
Pupil premium lead	Miss P
Governor / Trustee lead	Mr G Elliott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,890
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6380
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£80,270

# Part A: Pupil premium strategy plan

## Statement of intent

*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

- *Narrow the gaps between disadvantaged pupils and their non disadvantaged peers (Writing) (Greater Depth)*
- *Ensure PP pupils have been supported through ring fenced funding to be more effective learners*
- *Ensure that each school’s plans for the teaching of writing are consistently applied and ensure that a greater proportion of pupils achieve their expected standard, including those more able pupils.*

## Challenges

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

Challenge number	Detail of challenge
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1	Attainment gaps between pp/non-pp gap is decreasing at the end of KS1 from their starting points in EYFS. However, there is still a gap between PP and non-PP children and the gap is still widening for '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)

## 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>Outcomes for pupils across the school to continue 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>Sonar statements are used 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. Sonar 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. (Sonar/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)</p> <p>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. Sonar 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 ELSA sessions and service family support.</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 6 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>Higher percentage of parents attending meetings and supporting their children at home. Less children at homework club as work will have been completed at home.</p> <p>Children are ready to learn and achieve ARE. (Sonar)</p> <p>Children at PH feel safe, secure and happy. 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.</p> <p>Children are able to see what a 'brighter future' looks like and can join in activities that show the wider world.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 2324.69

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.	<p>Teachers are supported to deliver high quality lessons to close attainment gaps. Sonar 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.</p>	1, 2, 3
<i>GL Assessments</i> <b>£834.16</b>	<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>Ed Shed Maths</i> <b>£156.75</b>	<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
<i>Ed Shed Literacy</i> <b>£150.50</b>	<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
<i>Can do Maths</i> <b>£414.00</b> <i>TTRS/Numbots</i>	<p>An increase in maths fluency supports all maths learning and therefore</p>	1, 2, 5

£262.80	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.	
<i>ELS spelling Subscription</i> £84.00 <i>ELS spelling supplies</i> £117.48  <i>ELS Activity Book</i> £265.00 <i>ELS spelling training</i> £40	ELS Essential Spelling aids the important transition from phonics to spelling.	1, 2

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

Budgeted cost: £22,980.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA's employed to deliver targeted interventions.</i> £22,492	(Numberstacks/Project X Code) 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.	1,2
<i>Numberstacks</i> £120.00	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	1,2

	some of the many schools around the UK who are using the resources.	
<i>Plus 1</i> <i>Power of 2</i> £44.00	A maths support tool ideal for children who benefit from repeated maths practice. Dyslexic students benefit from the clear language and repetition, and those with dyscalculia benefit from the highly structured approach with clear explanations. Designed to be used 4-5 times a week for around 10-15 minutes.	1,2
<i>Nessy</i> £308.00	Nessy Reading and Spelling was developed at the Bristol Dyslexia Centre by a team of specialists. The program has been used since 1999, with millions of children worldwide. It is designed for children 6-11 years old, although many older students find the program helpful. Nessy is not just for dyslexia.	1, 2
<i>Handwriting intervention books</i> £16.35	Resources	1, 2

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

Budgeted cost: £ 54,964.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring shortfall</i> £3000	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.	1. 2, 5
<i>Pastoral lead to support service children (From SPP funding)</i>	To provide mainly pastoral support for service children and set up links with service families to best support them.	5
<i>SENDco/Pastoral lead to monitor attendance</i>	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.	4
<i>SENDco/Pastoral lead to support wellbeing</i>	Public <i>Health</i> England exists to protect and <i>improve</i> the nation's <i>health</i> ... Research <i>evidence</i> shows that education and <i>health</i> are closely linked.	5

	<p>Wellbeing is a crucial prerequisite for achievement. 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 Assis-tant) 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><i>Parent workshops/meetings, signposting and support to include promotion of Primrose Pantry.</i>  <i>SENDco/Pastoral lead costs for these roles:</i>  £34,991.00  £11,659.96</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</i>  £4314.00</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 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 like to mix with their friends before lessons.</p>	<p>4, 5</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>	
<p><i>Trip Support for PP</i> <i>£1,000</i></p>	<p>To allow all children the experiences to enable them to grow a brighter future that they may not be able to attend. These experiences include trips to the theatre and Young voices.</p>	<p>3, 5</p>

**Total budgeted cost: £80,270**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- GL assessments continue to be used effectively by teachers to identify gaps of knowledge and to teach these gaps quickly through quality first teaching and effective interventions.
- The use 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 well above national average at 97%, with PP at 100%. Whole school training continues to ensure best practice is maintained and shared. The introduction of ELS spelling in year has meant that fidelity to the scheme continues throughout KS1 and children achieve significantly better than the National average at the end of KS1.
- Reading lead is ELS freelance trainer and identified by OUP as an outstanding practitioner. She is also Early reading lead for The Academy Trust.
- Lexplore enables us to give every child a fluency and comprehension reading test throughout the year. We then use the data provided to give children targeted interventions if needed using the provided interventions. Data showed that reading scores at KS1 and 2 were above the National average.
- Can do maths mastery structure continues to be used effectively from EYFS – Y6: Maths data showed that children in KS2 for 2022-23 were in line with the National Average, PP just below. KS1 pupils were above the National average with PP slightly lower.
- TTRS/Numbots – arithmetic scores have improved throughout KS2.
- Intervention data shows that children make rapid progress after using Project X and Numberstacks interventions.
- Early Help offer continues to be positively used to help families and there is good evidence of support given to families of EYFS children to support on entry of starting school. We have been able to offer free uniform using our uniform swap to all EYFS children and PP children throughout the school.
- External agencies and projects to support wellbeing continue to be accessed and show a positive impact on the self-esteem and outcomes for the children involved. Pupils continue to appreciate the breadth of wider opportunities that are on offer to them. The many sporting and musical events, such as young voices, visiting Gloucester Rugby 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. They then take part in a concert to share skills learned.
- Children who are PP are given free access to school trips.

- 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 equipment has been installed and play areas zoned off. Children say they have more to do at lunch and break times and incidents of poor behaviour have decreased significantly. Lunch time staff are having more positive interactions with children and the introduction of play leaders has meant that the children take ownership for the different zones and equipment used, leading them to encourage positive behaviour from all children.
- Primrose Pantry continues to be promoted to support families as a local food bank offer and a uniform swap has been added.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Numberstacks	Numberstacks
Project X Code	OUP
Can do Maths	Buzzard Publishing
Maths Shed and Literacy Shed	Ed Shed
Numbots/TTRS	Numbots/TTRS
Lexplore	Lexplore analytics

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pastoral team employed within the school to offer emotional support.  
Meetings with service families.  
Timetabled sessions to support children with stories, art projects and time to talk.

**The impact of that spending on service pupil premium eligible pupils**

Positive feedback from service families.

Children had designated time to prepare for zoom calls and to make memory boxes.

## Further information (optional)

*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.*