

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	Prior Heath Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	5.5%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	Dec 31 st 2021
Date on which it will be reviewed	Dec 31 st 2022
Statement authorised by	Lindsey Chivers
Pupil premium lead	Sally Stephens
Governor / Trustee lead	Nadine Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ TBC
Recovery premium funding allocation this academic year	£ TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£TBC
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NO

Part A: Pupil premium strategy plan

Statement of intent

- *At Prior Heath, we have high expectations and ambitions for all our children and feel that all our learners should reach their full potential during their time with us.*
- *We firmly believe that reaching your full potential should not be related to where you come from, but about equipping you with the skills and values you need to succeed.*
- *The children at Prior Heath that are eligible for Pupil Premium funding will receive support through quality first teaching and intervention teaching to help them overcome any barriers in learning that they may face.*
- *At Prior Heath, we firmly believe that the enrichment activities that enhance our curriculum will be available to all Pupil Premium children, they will have the opportunity to access these rich and varied opportunities throughout their time in our school.*

Challenges

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

Challenge number	Detail of challenge
1	Pupils have social and emotional issues.
2	Speech and language
3	Low attainment and slow progress in reading, writing and phonics
4	Misconception in Maths
5	Pupils have limited experiences beyond their home life.

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 with identified social, emotional or health needs are well supported by school staff and so they can become motivated, confident and collaborative learners.	Pupil and parent questionnaires will show that parents and children of disadvantaged pupil will feel supported and additional barriers alleviated where possible.

	<p>There will continue to be a very low number of behaviour challenges in school.</p> <p>There will be a continued participation in enrichment activities, particularly amongst disadvantaged pupils.</p>
<p>Pupils with identified speech and language needs are well supported by school staff and so they can become motivated, confident, articulate and collaborative learners.</p>	<p>Assessments and observation indicate improved speech and language amongst all our children, particularly amongst our disadvantaged children. This is evident when looking at feedback from provision mapping, pupil progress notes, engagement in lessons</p> <p>During termly Pupil Progress meetings the C & S Leader will discuss each Pupil Premium and discuss with each class teacher the provision the PP are receiving and the impact that is making on their progress.</p>
<p>Disadvantaged pupils maintain at least the expected standard of attainment for reading, writing and maths.</p> <p>To ensure those children who have not made the expected level of progress receive high quality intervention and are monitored by the Curriculum and Standards Leader.</p>	<p>End of Summer 2021-22 data will show that 95% of the Pupil premium children have made the expected progress in reading and writing.</p> <p>End of summer data will show 100% of the Pupil Premium children will pass the Year 1 phonic check.</p> <p>End of Summer data will show that 100% of Pupil Premium children will reach GLD</p>
<p>Disadvantaged pupils are closely monitored to avoid misconceptions in Maths</p>	<p>End of Summer 2021-22 data will show that 95% of the Pupil premium children have made the expected progress in maths.</p> <p>End of Summer data will show that 100% of Pupil Premium children will reach GLD</p>
<p>Pupils have a breadth of experience that enables them to contextualise their learning.</p> <p>At Prior Heath, we will deliver an engaging, broad and balanced curriculum.</p>	<p>At Prior Heath we will provide a love of learning through an exciting and varied curriculum.</p> <p>A continued participation in enrichment activities, particularly amongst disadvantaged pupils.</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: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Secure training for all staff to implement the new phonic programme is implemented consistently across the year groups	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics/Toolkit Strand / Education Endowment Foundation/EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: MathsguidanceKS1and2.pdf (publishing.service.gov.uk)	4

Targeted academic support

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children are invited to social groups in each year group	Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.	1, 2 & 5

including "Munch Bunch." Social lunch time group. Identified children have opportunities for regular ELSA support and reading dog therapy when needed.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions/Toolkit Strand / Education Endowment Foundation /EEF	
Through provision mapping those children are highlighted and support is given through quality first teaching and well planned interventions. Focus particularly on Yr R with the implementation of WELCOMM	Pupils with identified speech and language needs are well supported by school staff and so they can become motivated, confident, articulate and collaborative learners. During termly Pupil Progress meetings the C & S Leader will discuss each Pupil Premium and discuss with each class teacher the provision the PP are receiving and the impact that is making on their progress.	2
Provide targeted, structured interventions to children across whole school using catch up funding and pupil premium funding. Interventions to be monitored by the C& S Leader and the SENDCo	Provision of QFT, mastery curriculum and effective challenge for children identified as needing catch up www.gov.uk/publications/thepupilpremiumhow-schoolsarespendingthefundingsuccessfully End of year data and pupil progress meeting will provide evidence to show that those children highlighted in termly pupil progress meetings have met their targets and made progress.	3

Wider strategies

Budgeted cost: £ TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
At Prior Heath we will provide a love of learning through an exciting and varied curriculum .The children will be exposed to a wide range of activities such as visits, visitors, workshops and sporting	Pupil questionnaires and pupil conferencing will show that children enjoy school and are enthused to learn more, to be completed and monitored by the C &S Leader.	5,2

challenges throughout the school year.		
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Total budgeted cost: TBC

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.

Data from 2020-21

- 5 Children in Yr R are eligible Pupil Premium
- 5 Children in Yr 1 are eligible Pupil Premium
- 5 Children in Yr 2 are eligible Pupil Premium
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Pupil Premium Breakdown Yr R

- 1 of the 5 did not make GLD

Pupil Premium Breakdown Yr 1

	PKS	WT	EXP	EXC	EXP +
Reading	1	1	1	2	3
Writing	1	1	3	0	3
Maths	1	2	2	0	2

Pupil Premium Breakdown Yr 2

	PKS	WT	EXP	EXC	EXP +
Reading	1	2	1	1	2
Writing	1	2	2	0	2
Maths	1	1	2	1	3

Our internal assessments during 20/21 suggest that the performance of our disadvantaged children was a little lower than in previous years but we feel that was due to the pandemic. As evidenced in schools across the country, school closure was most detrimental to disadvantaged pupils and they were not able to benefit from pupil premium funded improvements to our teaching and targeted intervention to the degree

we intended. Although during closure we did improve our remote learning provision and we encouraged our PP children into school only 5 of the 15 children attended school regularly during the closure and 3 of the 15 attended school on a part time basis during the closure. We did however ensure all our disadvantaged children had access to technology during the closure to ensure they could access the remote learning we offered.

Our assessments and observations show that pupil behaviour and well being and mental health were significantly impacted last year, primarily due to the impact of the pandemic. We will continue to use some of our funding to provide support for all our pupils and targeted interventions when required.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

