

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding during these academic years and the effect that previous years' spending of pupil premium has 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	3 years
Date this statement was first published	Dec 31 st 2021
Date on which it will be reviewed	December yearly (see key)
Statement authorised by	Lindsey Chivers
Pupil premium lead	Sally Stephens
Governor / Trustee lead	Emma Batley Hammond

Key For Strategy – Black 2021-22, Red 2022-23, Green 2023-24

Funding overview 21/22

Detail	Amount
Pupil premium funding allocation this academic year	£17795
Recovery premium funding allocation this academic year	£1500 recovery estimate £1000 pupil led estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£20295

Funding overview 22/23	
Detail	Amount
Pupil premium funding allocation this academic year	16,030
Recovery premium funding allocation this academic year	£1000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£17,030
Funding overview 23/24	
Detail	Amount
Pupil premium funding allocation this academic year	£15245
Recovery premium funding allocation this academic year	£1500 recovery estimate £500 estimated
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£17245

Part A: Pupil premium strategy plan

Statement of intent

- At Prior Heath, we have high expectations and ambitions for all of our children and strive to ensure that they reach their full potential during their time with us.
- We firmly believe that socio-economic barriers should not impact upon a child's education. All children should be equipped with the knowledge, skills and values that they need to succeed.
- Children at Prior Heath that are eligible for Pupil Premium funding will receive support through high quality teaching and focused interventions, to help them overcome any barriers in their learning that they may face.
- At Prior Heath, enrichment activities are provided to enhance our curriculum and we believe that these activities should be available to all children.

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 so they can become motivated, confident and collaborative learners.	Parent questionnaires will show that parents of children in receipt of PP will feel that they have been supported and additional barriers to learning have been alleviated, where possible. There will continue to be a very low number of behaviour challenges in school. There will be a continued participation in enrichment activities, particularly amongst disadvantaged pupils.

	<p>Evaluation: PP children were invited to participate in enrichment activities both after school and during the school day such as “Munch Bunch” and “Rock Steady.”</p> <p>They have also been prioritised to participate in the weekly Reading Dog Programme & extra reads with parent helpers</p> <p>Evaluation: PP children were invited to participate in enrichment activities both after school and during the school day such as “Rock Steady.” This will be continued in 23/24</p> <p>They have also been prioritised to participate in the weekly Reading Dog Programme & extra reads with parent helpers. This will be continued in 23/24.</p> <p>At the beginning of the Autumn Term 23/24 each PP child have been given a pack to support their learning at home which gives them the opportunity to have pre learning and over learning opportunities through using the resources and texts we use in school in the home setting.</p> <p>Parents of PP children also have the opportunity to have a selection of branded school uniform paid for that academic year.</p>
<p>Pupils with identified speech and language needs are well supported by school staff so they can become motivated, confident, articulate and collaborative learners.</p>	<p>Assessments and observations indicate improved speech and language amongst all children, particularly amongst those that are disadvantaged. This is evident when looking at feedback from provision mapping, pupil progress records and engagement in lessons.</p> <p>During termly pupil progress meetings the C&S Leader will discuss the provision that individual children in receipt of PP funding are receiving and the impact that it is making on their progress.</p> <p>Data shows that at the end of Key Stage 1, 3 of the 5 pupil premium children met or exceeded the expected standard for English. Provision mapping evidence shows that the two children who did not meet the expected standard had additional support through interventions such as phonic boosters, reading dog sessions, reading boosters and writing & spelling interventions. This enabled them to access the learning at an appropriate level and contributed to raising their confidence and motivation.</p> <p>Data shows in Year 1 that all PP children achieved the expected standard in English</p>

	<p>and only 1 child did not achieve the expected standard in Maths. Evidence from provision mapping shows support in Maths was given weekly through pre-learning & over-learning sessions and additional boosters, when needed.</p> <p>All PP children in Reception made GLD.</p> <p>Evaluation</p> <p>Data shows that at the end of Key Stage 1, all pupil premium children met or exceeded the expected standard for English. Data shows only 1 child did not achieve the expected standard in Maths. Evidence from provision mapping shows support in Maths was given weekly through pre-learning & over-learning sessions and additional boosters, when needed.</p> <p>In Year 1 data shows that 3 of the 4 children in receipt of pupil premium funding met or exceeded the expected standard for reading and writing. Provision mapping evidence shows that the one child who did not meet the expected standard had additional support through interventions such as phonic boosters, reading boosters and writing & spelling interventions. This enabled them to access the learning at an appropriate level and contributed to raising their confidence and motivation. Year 1 data also shows that all pupil premium children met or exceeded the expected standard in Maths.</p> <p>Data shows – Only 1 child eligible for PP funding did not achieve GLD. Steps have been put in place to provide support through provision mapping to meet the associated ELG.</p> <p>Interventions have been monitored by the SENDCO.</p>
<p>Disadvantaged pupils will achieve 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 attainment receive high quality intervention, monitored by the Curriculum and Standards Leader.</p>	<p>End of summer 21/22 data will show that:</p> <ul style="list-style-type: none"> • 95% of the children in receipt of pupil premium funding will have made the expected progress in reading, writing and maths. Data Shows 3/5 (60%) children made expected progress in reading, writing & maths. • 100% of the PP children will have passed the Year 1 phonic check. Data shows - 100% of PP passed the Year 1 phonic check. • 100% of PP children in Year R will have met GLD. Data shows - 100% of PP met GLD. <p>Interventions have been monitored by the SENDCO & phonics interventions have been redesigned as part of the</p>

	<p>implementation of the new ULS phonic programme.</p> <p>Data shows – Only 1 child eligible for PP funding did not achieve GLD. Steps have been put in place to provide support through provision mapping to meet the associated ELG.</p> <p>Interventions have been monitored by the SENDCO & phonics interventions have been redesigned as part of the implementation of the new ULS phonic programme.</p>
<p>Disadvantaged pupils are closely monitored to avoid and / or address misconceptions in Maths.</p>	<p>End of summer 21/22 data will show that:</p> <ul style="list-style-type: none"> 95% of PP children will have made the expected progress in maths. Data shows that 75% of Year 1 PP children and 60% of Year 2 PP children made expected + progress in Maths. 100% of PP children in Year R will have met the Maths ELG. Data shows that 100% of PP children achieved the ELG in Maths. <p>End of summer 22/23 data will show that: In Year 2, 3 of the 4 PP children met or exceeded the expected standard in Maths. For the child who did not meet the expected standard there is evidence from provision mapping showing that support in Maths was given weekly through pre-learning & over-learning sessions and additional boosters, when needed.</p> <p>All PP children in Year 1 met or exceeded the expected standard in Maths Data shows that 100% of PP children achieved the ELG in Maths.</p> <p>The work in Maths continues with INSET training planned and updated planning using White Rose.</p>
<p>Pupils will have a breadth of experience that enables them to contextualise their learning. The curriculum at Prior Heath will be engaging, broad and balanced.</p>	<p>An exciting and varied curriculum will be delivered. High levels of engagement will be noted within lesson observations and learning walks.</p> <p>This continues as we evaluate and improve our curriculum and focus on enhancing our continuous provision opportunities in Year 1.</p> <p>There will be a continued participation in enrichment activities, particularly amongst disadvantaged pupils.</p> <p>PP children were invited to participate in enrichment activities both after school and</p>

during the school day such as “Munch Bunch” and “Rock Steady.”

They have also been prioritised to participate in the weekly Reading Dog Programme & extra reads with parent helpers.

Children in receipt of PP were also given the opportunity to receive the new school PE uniform when it was changed slightly in January 2021 to ensure inadequate kit did not become a barrier to learning in PE.

Evaluation:

PP children were invited to participate in enrichment activities both after school and during the school day such as “Rock Steady.”

They have also been prioritised to participate in the weekly Reading Dog Programme & extra reads with parent helpers.

At the beginning of the Autumn Term 23/24 each PP child has been given a pack to support their learning at home which gives them the opportunity to have pre learning and over learning opportunities through using the resources and texts we use in school in the home setting.

Parents of PP children also have the opportunity to have a selection of branded school uniform paid for that academic year. Pupil Premium also have all school trips paid for and the opportunity to have daily carton of milk.

The curriculum continues to be updated and continuous provision is progressing in both Year 1 & 2. The curriculum is enhanced with trips, workshops and visitors which all our children enjoy. The children in receipt of PP funding do not pay for these experiences.

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: £4820 **22/23 £3164**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase a DfE validated systematic, synthetic phonics programme to ensure further consistency in the teaching of phonics for all pupils.</p> <p>Provide training for all staff to enable them to implement the new phonic programme effectively across all year groups.</p>	<p>There is a strong evidence base indicating that a systematic, synthetic phonics programme will have a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics/Toolkit Strand / Education Endowment Foundation/EEF.</p> <p>The validated phonic program Unlocking Letters & Sounds was introduced to every pupil at the start of Sept 2022. It had been trialed by Year R in the summer term of 2021. The whole staff have been trained in the program & resources have been purchased alongside the scheme. The impact of the new program will be evaluated during termly pupil progress meetings.</p> <p>The phonic program has now been established throughout the school. Data from 22/23 shows that 91.6% of the children in Year 1 passed the phonic check and 100% of the Year 2 children who re-took the check also passed. Of the 4 children in Year 1 in receipt of PP funding, 1 child did not pass and will retake the check in Summer 2024. They have been given daily booster sessions to support them which is part of the ULS program. This will continue plus additional provision mapping as they move into Year 2.</p>	3
<p>Further enhance the maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher release time will be funded to embed key elements of guidance in</p>	<p>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)</p> <p>A member of each year group are being trained on Mastering Number which is</p>	4

<p>school and to access Maths Hub resources.</p>	<p>fed back to their year group colleagues. Staff are delivering short daily Mastering Number sessions in addition to the daily maths lessons.</p> <p>The mastering number programme is now established in all year groups and training continues. Data shows that in Year R 95% of the children achieved the ELG in Mathematics and all PP children in Yr R achieved the ELG for Mathematics. In Year 1 data shows that 91.6% of the children achieved or exceeded the expected level of attainment in Mathematics and all PP children in Year 1 reached the expected level of attainment in Maths. In Year 2 data shows that 88.3% of the children achieved or exceeded the expected level of attainment in Mathematics. Data also shows of the 4 children in receipt of PP funding in year 2, 1 child did not achieve the expected standard in Maths. Evidence from provision mapping shows support in Maths was given weekly through pre-learning & over-learning sessions and additional boosters, when needed.</p>	
--	--	--

Targeted academic support

Budgeted cost: £ 14041 ~~22/23~~ £13,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified children will be invited to social groups in each year group including the 'Munch Bunch' social lunch time group.</p> <p>Identified children will have opportunities for regular ELSA support and sessions with the reading therapy dog as appropriate.</p>	<p>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.</p> <p>ELSA support & weekly social groups are continuing through the school and PP are prioritised & invited to attend.</p> <p>ELSA support & weekly social groups continued through the school until the end the Summer Term and PP were prioritised & invited to attend. Due to staff changes there will be another member of staff who will be trained to support the children. Until this training has taken place regular social check-</p>	<p>1, 2 & 5</p>

	ins take place within the classroom and this is also monitored at Pupil Progress meetings.	
Provision mapping to indicate how children in receipt of PP are supported through high quality teaching and well-planned interventions. (Focus particularly on Year R with the implementation of WELCOMM).	Pupils identified as having speech and language needs are well supported by school staff so they can become motivated, confident, articulate and collaborative learners. During termly pupil progress meetings, the C&S Leader will discuss the provision for each child in receipt of PP funding and the impact that is making on their progress. This continues as part of the termly PP meetings throughout the year. This continues as part of the termly PP meetings throughout the year.	2
Provide targeted, structured interventions to children using catch-up funding and pupil premium funding. Interventions to be monitored by the C&S Leader and the SENDCO.	Provision of high quality teaching, mastery curriculum and effective challenge for children identified as needing catch-up. www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully End of year data and termly pupil progress meeting records provide evidence of how children have met their targets and made progress.	3

Wider strategies

Budgeted cost: £ 1734 **22/23 £865**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a sequential, progressive curriculum that is both varied and engaging. Throughout the year, the children will be exposed to a wide range of enrichment activities including off site visits, workshops and sporting challenges.	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. These activities have been planned for and evolve as our learning activities have changed. Pupil Premium children are offered the opportunity to attend after school clubs that are offered by outside providers at our school. Three of our Pupil Premium children are now participating in after school clubs. As we have reviewed and amended our curriculum our learning activities and curriculum enhancements change. Pupil Premium children are offered the opportunity to attend after school clubs	5,2

	<p>that are offered by outside providers at our school.</p> <p>They have also been prioritised to participate in the weekly Reading Dog Programme & extra reads with parent helpers.</p> <p>At the beginning of the Autumn Term 23/24 each PP child has been given a pack to support their learning at home which gives them the opportunity to have pre learning and over learning opportunities through using the resources and texts we use in school in the home setting.</p> <p>Parents of PP children also have the opportunity to have a selection of branded school uniform paid for that academic year.</p>	
--	--	--

Total budgeted cost: £20596 (funding £20295)

Total budgeted cost: £17885 (funding £17030)

Total budgeted cost: £17245 (funding £15245)

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

Number of children eligible for PP funding:

- 5 Children in Yr R
- 5 Children in Yr 1
- 5 Children in Yr 2

Pupil Premium Breakdown Yr R

- 4/5 children achieved GLD

Pupil Premium Breakdown Yr 1 (5 children)

	PKS	WTS	EXS	GDS	EXS +
Reading	1	1	1	2	3
Writing	1	1	3	0	3
Maths	1	2	2	0	2

Pupil Premium Breakdown Yr 2 (5 children)

	PKS	WTS	EXS	GDS	EXS +
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 lower than in previous years, however we feel that this 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 the targeted intervention to the degree that was originally intended. During the pandemic we further enhanced our

remote learning provision. Additionally, we allocated a school place for our children in receipt of PP, however only 5/15 children attended school regularly during the closure, 3 of which only attended part-time. As a result of the low uptake of allocated school places, we ensured that all of our disadvantaged children had access to technology through a laptop borrowing scheme. This enabled the children access to the remote learning that we offered.

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

Data from 2021-22

All children in receipt of PP in Yr R met GLD.

Pupil Premium Breakdown Yr 1 (4 children in total)

	WTS	EXS	GDS	EXS +
Reading	0	1	3	4
Writing	0	2	2	4
Maths	1	3	0	3

Pupil Premium Breakdown Yr 2 (5 children in total)

	PKS	WTS	EXS	GDS	EXS +
Reading	0	2	1	2	3
Writing	0	2	3	0	3
Maths	0	2	2	1	3

Our data show that all our Pupil Premium pupils in Yr R made GLD. They were also given extra support to aid transition into Year 1.

In Year 1, all of the children in receipt of PP met the expected standard in Reading and Writing. 1 child did not meet the expected standard in Maths. However, provision mapping evidence showed that this child has been given considerable support in Maths, including pre-learning and overlearning opportunities.

In Year 2, 2 children did not meet the expected standard in reading, writing and maths, despite a significant amount of intervention. One of these pupils was 'persistently absent.' Regular communication re. absence took place with the parents and the School Inclusion Officer.

Data from Year 22-23

Number of children eligible for PP funding:

- 2 Children in Yr R
- 4 Children in Yr 1
- 4 Children in Yr 2

Pupil Premium Breakdown Yr R

- 1/2 children achieved GLD

Year 1 Data

Pupil Premium Breakdown (including PLAC)

4 children in total (all girls)

	WTS	EXS	GDS	EXS +
Reading	1	2	1	3
Writing	1	2	1	3
Maths	0	3	1	4

Year 2

Pupil Premium Breakdown

4 children in total (2 boys & 2 girls)

	WTS	EXS	GDS	EXS +
Reading	0	3	1	4
Writing	0	4	0	4
Maths	1	3	0	3

Our data shows that 1 of our Pupil Premium children did not achieve GLD and through provision mapping this child has been given support in those specific areas in the Early

Years Curriculum. These were writing and self regulation. They were also given extra support to aid transition into Year 1.

In Year 1, all of the children in receipt of PP funding met the expected standard in Maths. 1 child did not meet the expected standard in Reading and Writing. However, provision mapping evidence showed that this child has been given considerable support in Reading and Writing, including pre-learning, overlearning opportunities phonic boosters, interventions in reading spelling and writing.

In Year 2, all of the children in receipt of PP met the expected standard in Reading and Writing. 1 child did not meet the expected standard in Maths. However, provision mapping evidence showed that this child has been given considerable support in Maths, including pre-learning and overlearning opportunities.

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?	

