

Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Princetown Primary School
Number of pupils in school	2022 – 38 / 2023 - 50
Proportion (%) of pupil premium eligible pupils	2022- 52.6% / 2023 - 50%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	September 2022 (review July 2023)
Date on which it will be reviewed	July 2025
Statement authorised by	J. Callow (Executive Headteacher)
Pupil premium lead	Oliver Stephens (Acting Head of School)
Governor / Trustee lead	Gary Manning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100

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Recovery premium funding allocation this academic year	£2,900
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	£32000

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Part A: Pupil premium strategy plan

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Statement of intent

At Princetown Primary School, we believe that Primary Education is an important stage in any child's life. Their experience at our school will prepare them for future learning and we strive to give every child the best start possible in their school careers. Our vision for our school is 'Inspiring lifelong learners in our community who are happy, curious, have high expectations of themselves and others and make a valuable contribution to the community.' This is at the heart of everything we do. We consistently have high expectations for children regardless of their background and ensure we help the children achieve their very best.

Our curriculum provision is enhanced through our Visible Learning programme which supports children in learning how they learn and gives them the tools to be successful in and out of school. We promote:

Resilience

We give learners the skills to keep trying when things are difficult.

Curiosity

We encourage learners to be curious and ask questions to delve deeper into their learning.

Challenge

We teach children that challenge is good and challenge makes us better learners.

Creativity

Children learn that to solve problems they have to look at things in a different way and be creative in their problem-solving approach.

Interdependence

We encourage children to make their own choices whether to work by themselves to whether it would be better to work with a partner or part of a group.

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Making Links

Children learn that by making links in their learning it helps them to remember more and know more.

Self Awareness

Children learn to look at themselves as a learner and understand what works best for them.

Our school will:

- Have a named Governor who leads on disadvantaged children
- Strongly advocate excellent attendance and intervene early to address any barriers to attendance.
- Raise aspirations
- Explicitly teach good learning behaviour and metacognition through Visible Learning
- Address financial and practical barriers to learning
- Ensure first quality teaching is adaptive and meet the needs of the learner
- Use evidence informed approaches to teaching to ensure all learners realise their full potential
- Curriculum offer
- Prioritise every disadvantaged pupil for enriching academic and extra-curricular activities that will inspire them

Challenges

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

Challenge number	Detail of challenge
1	Percentage of PP pupils not on track to meet the required standard in writing. (2022 - Y3,5,6) (2023 – Y3, 4 and 6)
2	Percentage of PP pupils attaining ARE in Maths problem solving is well below national average in all cohorts. (2023 – KS2)
3	Low attainment in reading
4	PP have trouble establishing and maintaining friendships which can affect their ability to be successful in learning (2022)

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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
Raise attainment of PP pupils in writing.	Increase in percentage of PP pupils meeting/exceeding the required standard in the writing.
Raise attainment of PP pupils in Maths problem solving.	Percentage of pupils attaining ARE in Maths improves and is in line with national.
Raise attainment of PP pupils in reading to ensure they have access to a broad and balanced curriculum	Percentage of pupils attaining ARE improves and is in line with non PP pupils.
Improve social skills of PP children to support them in developing friendships enabling them to be more confident in class (2022)	Children will make progress against a social skills assessment tool.

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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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of lessons and interventions	Monitoring ensures there are high expectations for all and targeted areas for improvement provided through feedback and actions.	1,3
Quality first teaching	Quality first teaching is the most effective way to close the attainment gap. Teachers/ TA's will evaluate effectively to ensure misconceptions are identified and addressed.	1,2,3
Read Write Inc	Teachers and TAs receive continuing professional development to effectively deliver a quality phonics programme as well as delivering interventions to ensure all children keep up with the programme.	1,3
SEN services training	Training supports teachers' CPD.	1,2

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

Budgeted cost: £18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted deployment of TAs	Internal data supports the progress of children who have support from a TA in class and through interventions.	1,2
Daily phonics lessons and interventions	RWI is a proven scheme and internal data shows good progress of children through this scheme through daily teaching and through interventions for those who did not meet the required standard by the end of Y1.	1,2
Small group tuition through an academic mentor	Some pupils need regular pre-teach or precision teaching sessions to ensure skills are practiced and consolidated. EEF recognises the value of 1:1 and small group tuition as a catch-up strategy.	1,2
Consistent use of accelerated reader	Children's progress is monitored and we ensure that children's reading books are matched to their level.	3

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x nurture interventions to support positive mental health	Internal data shows that these children are making progress when supported with their mental health.	4
Team Teach training	Staff will be fully trained to ensure safety and high standards of behaviour	4

Total budgeted cost: £32, 000

Part B: Review of outcomes in the previous academic year

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This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Challenge 1:

17% of PP pupils were expected in writing at the end of academic year 2020-21 compared to 47% at the end of 21-22 this is compared to 54% of non PP children

2022-23: 60% PPG Y6 achieved ARE, 50% PPG Y5 achieved ARE, 33% Y3 PPG achieved ARE. This remains a priority.

Challenge 2:

33% of PP pupils were expected in maths at the end of academic year 2020-21 compared to 50% (inc. 19% GDS) at the end of 21-22 this is compared to 70% of non PP children

41% of PP pupils were expected in maths at the end of academic year 2020-21 compared to 65% at the end of 21-22 this is compared to 62% of non PP children

2022-23: 67% of PPG children achieved expected standard in maths

Challenge 3:

2022-23: 57% of PPG children achieved expected standard in reading

Challenge 4:

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Using the capabilities curriculum assessment tool and CPOMS records it is evident that pupils have made progress with social skills which has led to increasing confidence in class and rising standards.

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
NELI	Nuffield Early Language
Tutoring	Ranstad
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin/Oxford Owl

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?	Interventions
What was the impact of that spending on service pupil premium eligible pupils?	100% of children made better or expected progress in reading 100% of children made better or expected progress in writing 100% of children made better or expected progress in maths 33% of children reached age related expectations

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Further information (optional)