

Pupil Premium strategy statement



Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Princetown Primary School
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J. Callow (Executive Headteacher)
Pupil premium lead	Emma Byrom (Head of School)
Governor / Trustee lead	

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£2175
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	£22950

Part A: Pupil premium strategy plan

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 mission statement, 'Inspiring lifelong learners in our community' 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

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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.

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. (Y3,5,6)

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2	Percentage of PP pupils attaining ARE in Maths problem solving is well below national average in all cohorts.
3	Low attainment in reading
4	PP have trouble establishing and maintaining friendships which can affect their ability to be successful in learning

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	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: £8617

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.	1,2
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
NELI programme for Foundation children.	Government funded scheme.	1,2
SEN services training	Training supports teachers' CPD.	1,2

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

Budgeted cost: £10,178

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 a tuition partner	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: £4155

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x nurture interventions for friendships and confidence	Internal data shows that these children are making progress when supported with their mental health and friendships.	1,2,3,4
TIS training for 2x staff	Nationwide data shows that the use of a TIS practitioner in schools supports raising the attainment of pupils	1,2,3,4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

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

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

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

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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?	67% of children made better or expected progress in reading 67% of children made better or expected progress in writing 66% of children made better or expected progress in maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.