



Pupil Premium Strategy

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR):

Date: 24/11/2024

Next review due by: 24/09/2026

Pupil Premium Strategy Statement – Princess May Primary School

This statement details Princess May Primary School’s use of pupil premium for the 2023 to 2024-2025-2026 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 to 2025 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Kevin Reynolds
Pupil premium lead	Hiba Ali
Governor / Trustee lead	Kristofer McGhee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£117,960

Part A: Pupil premium strategy plan

Statement of intent

At Princess May, we understand that children face various barriers on their learning journeys, and we are committed to supporting them in developing the skills and values they need to succeed. Addressing these barriers is central to our use of Pupil Premium funding. We identify specific challenges and implement tailored interventions, whether in small groups, larger classes, or on an individual basis, and allocate our budget accordingly.

We focus on providing high-quality teaching and targeted academic support for students who are not meeting expected progress levels. Additionally, we address non-academic obstacles such as attendance, behaviour, well-being, and cultural capital. With 42% of our students eligible for Pupil Premium, this percentage significantly exceeds the national average for primary schools.

Our goal at Princess May Primary School is to close the gap between disadvantaged students and their peers. We also recognize the critical role that parents and carers play in their children's education. Engaging with the families of disadvantaged children is essential for their progress, and we strive to ensure that parents understand how they can positively impact their children's academic success by participating in school activities. We encourage the uptake of Free School Meals (FSM) by working sensitively with parents to eliminate any barriers or stigma associated with claiming support.

Through transparent reporting, we illustrate how and why we allocate this funding, guided by research to inform our decisions. We maintain rigorous monitoring and evaluation practices throughout the year, ensuring accountability for the use of Pupil Premium by both the school and the governing board. This allows us to be confident that we are providing our students with opportunities to excel.

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium and disadvantaged children often experience lower attainment and slower progress, with common issues including knowledge gaps, misconceptions, and difficulty retaining or recalling prior learning. Research shows that vocabulary skills are often tied to economic background, so as a school, we have made language acquisition a priority to help bridge this gap. Additionally, 40% of our Pupil Premium pupils are also EAL learners.

2	Pupils and their families face social and emotional challenges, including medical and mental health concerns.
3	Pupils have limited life experiences and enrichment opportunities beyond their home and local community. Many of these children come from families where either no parents are employed, or they are working on very low incomes.
4	Poor attendance and high rates of persistent absenteeism among Pupil Premium and disadvantaged pupils.

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
To enhance pupil communication skills and overall academic performance through the implementation of the Oracy Framework via Voice21.	<ul style="list-style-type: none"> • End of summer 2024 and 2025 data will show that 95 – 100% of Pupil Premium pupils will show measurable improvement in their speaking and listening skills, as evidenced by baseline and end-of-year assessments using the Oracy Framework. • Teachers will report increased confidence in students’ ability to express ideas clearly, engage in group discussions, and articulate thoughts across a range of subjects. • A positive correlation between improved oracy skills and academic achievement will be evident, with Pupil Premium students showing progress in reading, writing, and comprehension scores by the end of the plan. • The percentage of Pupil Premium students achieving or exceeding expected progress in core subjects will increase by 10% from baseline assessments. • Increased engagement and participation through our coaching philosophy with WalkThru and link with classroom observations and participation logs will demonstrate that Pupil Premium students are more actively en-

	<p>gaged in lessons, contributing to discussions and asking questions with greater frequency.</p> <ul style="list-style-type: none"> • Staff surveys will indicate greater teacher confidence in using the Oracy Framework to develop students' communication skills, with 90% of teaching staff reporting the effective use of Voice21 strategies in their daily lessons. • We will have embedded a culture of Oracy, with a clear and sustained focus on communication skills in classroom practices, assemblies, and enrichment activities, as evidenced by school-wide projects, displays, and events highlighting Oracy development.
<p>To ensure that pupils who have fallen behind receive targeted, high-quality interventions, monitored by SLT/SLG, enabling them to make accelerated progress and reach or exceed previous attainment levels</p>	<p>Measurable Academic Progress</p> <ul style="list-style-type: none"> • By the end of the strategy plan, at least 80% of pupils receiving interventions will show accelerated progress in core subjects (reading, writing, and math), as evidenced by termly assessments and progress tracking. • The gap between disadvantaged pupils and their peers in core subjects will decrease by at least 10% from baseline data. <p>Effective Intervention Delivery:</p> <ul style="list-style-type: none"> • Interventions will be delivered consistently, with 100% of pupils identified for support receiving tailored, high-quality interventions aligned with their needs. • Regular monitoring and review by SLT/SLG will ensure interventions are adapted and refined to maximize impact, with at least termly evaluations showing positive progress. <p>Attainment Recovery:</p> <ul style="list-style-type: none"> • At least 70% of pupils who have fallen behind will meet or exceed their expected attainment levels by the end

	<p>of the plan, based on baseline assessments and tracking data.</p> <ul style="list-style-type: none"> • Pupils who exceed their previous attainment standards will be identified, with evidence showing higher levels of achievement than before the intervention began. <p>Parental Involvement and Feedback:</p> <ul style="list-style-type: none"> • Parents of pupils receiving interventions will be regularly informed of their child’s progress, with at least 80% of parents expressing satisfaction with the support provided, as evidenced through surveys or meetings.
<p>The school provides support to pupils and families with identified social, emotional, or health needs to ensure these challenges are reduced or eliminated.</p>	<ul style="list-style-type: none"> • By the end of the strategy plan, 80% of pupils identified with social, emotional, or health needs will show improved emotional well-being and reduced behavioural incidents, as evidenced by regular well-being assessments and behaviour tracking logs. • Pupil and parent surveys will indicate a significant improvement in emotional stability, with at least 80% reporting feeling better supported by the school. • All pupils and families in need of social, emotional, or health support will be connected to appropriate internal and external services (e.g., counselling, health professionals, family support workers), with 100% receiving timely and appropriate interventions. • Termly reviews will show that support services are effectively addressing the needs of these pupils and families, with adjustments made as necessary to ensure continuous progress. • At least 80% of parents and guardians of pupils with identified social, emotional, or health needs will report satisfaction with the support provided, as indicated through parent surveys and feedback sessions.

	<ul style="list-style-type: none"> • Increased parental engagement in school activities and meetings, with a rise in participation rates for families receiving support.
<p>Pupils will have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> • The school will deliver a broad, engaging curriculum that stimulates learning, promotes high levels of engagement, and helps close the gap between disadvantaged pupils and their peers by offering shared life experiences. • Teachers will plan a wide range of visits, WOW events, and experiences designed to inspire learning, encourage collaboration, and ensure exposure to broader aspects of British cultural life. • Every year group will have the opportunity to participate in at least one educational visit each half term, broadening their experiences. • Pupils will engage in a variety of social, cultural, enrichment, and sporting activities both during and outside of the school day. • Enrichment opportunities in foundation subjects will be offered to each class at least once per term, such as a Design & Technology Food Week, where every year group will plan, prepare, cook, and taste food. • Teachers, supported by subject leaders, will plan inspiring lessons that capture a love of learning and motivate Pupil Premium pupils, helping to close learning gaps. • A Curriculum Pupil Focus Group, including children from key groups such as PPG and SEND, will meet regularly with the SLT and subject leaders to provide feedback on the curriculum, enrichment opportunities, and lunchtime clubs (e.g., AHT 'ECO Club'). This group will assess pupil enjoyment and enthusiasm for learning.

	<ul style="list-style-type: none"> The school's curriculum focus on vocabulary acquisition will help all learners expand their vocabulary and confidently articulate themselves in different contexts.
All disadvantaged pupils will meet or exceed national attendance expectations and reduce persistent absence rates.	<ul style="list-style-type: none"> Disadvantaged pupils will achieve attendance rates that meet or exceed the national average for non-disadvantaged pupils (96%+). Regular attendance monitoring by the Deputy Headteacher will lead to an increase in attendance for Pupil Premium students and a reduction in persistent absenteeism.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £89,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching philosophy WalkThru as a basis	<p>https://walkthrus.co.uk/</p> <ul style="list-style-type: none"> Training teachers in WalkThru strategies enhancing their instructional practices, leading to improved outcomes for all pupils, especially those eligible for pupil premium funding. Providing teachers will the opportunities to collaborative practices. Staff observe and team teach with experienced members of staff. Lead coaches attend training sessions that consistent coaching model. 	1

	<ul style="list-style-type: none"> • Half termly meeting with coaching leads to assess and review progress • The programme is implemented where by all staff are developed a teaching pedagogy that supports the teaching and learning of all children including those with who are vulnerable. • Lead Practitioner working closely with phase leaders to identify a tailored programme for those who may need extra support. • WalkThru coaching philosophy in support of pupil premium pupils can create a more engaging, supportive, and effective learning environment. By focusing on clear processes, interactive learning, and targeted feedback, this approach can empower disadvantaged students, enhancing their confidence, skills, and academic outcomes. 	
Oracy Framework through Voice21	<p>https://voice21.org/</p> <ul style="list-style-type: none"> • Training teachers in Oracy strategies enhancing their instructional practices, leading to improved outcomes for all pupils, especially those eligible for pupil premium funding. • Training teachers in WalkThru strategies enhancing their instructional practices, leading to improved outcomes for all pupils, especially those eligible for pupil premium funding. • Providing teachers will the opportunities to collaborative practices. Staff observe and team teach with experienced members of staff. • Lead coaches attend training sessions that consistent coaching model. • Half termly meeting with coaching leads to assess and review progress • Improved speaking and listening skills will support with better reading and writing outcomes. Enhancing academic performance helping to close the attainment gap for pupil premium children • Implementing the Oracy Framework through Voice21 across our school will significantly 	1

	enhance the educational experience and outcomes for pupil premium students, equipping them with essential skills for success both in and out of school.	
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Targeted academic support

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across the whole school through pupil premium funding Interventions to be carried out by experienced teachers and teaching assistants or LSA's within school.</p> <p>Senior teachers to provide one-to-one tuition to targeted pupils.</p>	<ul style="list-style-type: none"> • From Autumn 1, all teachers to provide booster tuition before school to targeted pupils. This will continue throughout the year using each assessment period to identify targeted pupils • Maths and reading interventions are carried out by experienced teachers and trained Teaching Assistants within school. • https://mymastery.arkcurriculumplus.org.uk/ • HLTA delivers phonics interventions every afternoon • 1 members of SLT teaching maths in Year 6 (Y6 split into 2 smaller classes) • Small targeted literacy support – 1 member of SLT teaching literacy in Year 6 (Y6 split into 2 smaller classes) • SLT, Teachers and TAs Deliver lunchtime clubs continue to close the attainment gap between pupil premium and non-pupil premium children • Maths and reading interventions monitored and evaluated by SLG/SLT 	1

	<ul style="list-style-type: none"> In-school assessments show accelerated Reading and Maths progress with targeted intervention from senior leaders. 	
Weekly Mentoring meeting for our most vulnerable pupils	<ul style="list-style-type: none"> Implementing weekly mentoring sessions for our pupil premium children who are struggling to regulate their emotions has been a transformative approach to support to their academic and personal development. Structured outline for these sessions: <ul style="list-style-type: none"> Goal Setting Academic Assistance/Skills development. Encourage Sharing & Active thinking Reflection and Feedback Mentor will Review Progress and discuss progress towards the goals set in the previous session. Celebrate successes and meet with class teachers to identify areas for further development. 	1
Targeted group/ 1.1 support, structured interventions carried out by our LSA	<p>Our targeted academic support strategy focuses on providing personalised and structured interventions to enhance the learning outcomes of our pupil premium students, as well as those with special educational needs.</p> <p>Interventions:</p> <ul style="list-style-type: none"> Zones of Regulation: A program designed to help students manage their emotions and improve self-regulation, enhancing their ability to focus in class. Sensory Circuit: Activities aimed at supporting sensory processing, promoting better concentration and reducing anxiety. SALT (Speech and Language Therapy) - Language of Thinking: Fo- 	

	<p>cuses on developing critical thinking and communication skills to support language development.</p> <ul style="list-style-type: none"> • Attention Bucket: An intervention designed to strengthen attention and listening skills, which are essential for effective learning. • Pre and Post Teach Interventions: Strategies that introduce key concepts before classroom instruction and reinforce them afterward, facilitating better retention and understanding. • Through these targeted interventions, we aim to create an inclusive learning environment that promotes both academic success and emotional well-being for our pupil premium pupils. 	
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Wider strategies

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide in-school counselling support.	<ul style="list-style-type: none"> • Research from the University of Roehampton highlights the positive effects of targeted counselling on students, demonstrating a reduction in psychological distress over the long term. This evidence supports our pupil premium strategies, emphasizing the importance of mental health support for disadvantaged pupils. You can find more details in the study published in <i>The Bacp (Counselling changes lives)</i>. Read the full article here. https://www.roehampton.ac.uk/globalassets/documents/research-centres/psychological-wellbeing/ethos/210116---uor-ethos-study-release-final.pdf/ 	1
Assistant Headteacher (SENCO) and Designated Safeguarding	<ul style="list-style-type: none"> • Improved school/parental engagement with SLT present on the school gate during the week. • Head teacher weekly parent 'drop-in' sessions • Head teacher weekly parent school tours 	4

<p>Lead (DSL) supports families with high need SEN and Pupil Premium children. Positive home/school engagement. Support with uniform and equipment costs.</p> <p>PTFA</p>	<ul style="list-style-type: none"> • All pupils attending Princess May school must experience a feeling of belonging to the school community – vulnerable/disadvantaged families supported to alleviate any potential financial barrier ensuring that all pupil premium pupils have access to a school uniform (jumper with school logo and school tie) and equipment, school bookbag, home/school reading journal, school water bottle. • All vulnerable pupils have the opportunity to meet with the school our Connect Ed Counsellor and our who will support them in alleviating any potential barriers to their learning. We also offer The Wellbeing and Mental Health in Schools (WAMHS) service. It is an aimed at supporting the mental health and emotional well-being our vulnerable pupils • Counsellor’s working with Assistant Headteacher (SENCO) and Designated Safeguarding Lead (DSL) to identify and support most vulnerable pupils and their families. This includes developing sessions for pupils, parents and for staff CPD. • Improved behaviour and emotional regulation through zones of regulation focus. • Vulnerable pupils and families have access to onsite school counsellors through Connect Ed service programme. • Extended day provision breakfast club/after school club - offered children opportunities for safe play, improved attendance and punctuality and supported families returning to work. • LPPA Co-ordinator to continue to work with the school community to continue an active PTFA as we have been awarded the LPPA Award. The PTFA to raise funds to enhance our children’s education experience and the school’s facilities. 	
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Total budgeted cost: £151,470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS	Princess May 2024				Princess May 2024 - SATs	
GLD	74%	(Nat 65%)	KS2	School	National	
Princess May 2024			Reading	87%	74%	
Year 1 Phonic Screening			Writing (Teacher Assessment)	90%	72%	
95%	(Nat 76%)		Maths	90%	73%	
			RWM	87%	61%	

	Pupils	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	% Higher standard (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	
FSM	FSM ›	21	108.0	90%	19%	+4.6	+31%	+16%
	Not FSM ›	26	108.8	85%	15%	+2.7	+26%	+2%

Externally provided programmes

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

Programme	Provider
My Mastery (maths)	Ark Curriculum
Read Write Inc	Ruth Miskin Training
Walk Thru	Teaching WalkThrus – Multi Platform Teaching Tools
Voice 21 Oracy	Teaching Voice 21 Oracy Portal