

Princess May Pupil Premium Strategy Statement

This statement details Princess May Primary 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	Princess May Primary School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	37% (98pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kevin Reynolds
Pupil premium lead	Jennette McCree-Boyle
Governor / Trustee lead	Lee Laudet-Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,135
Recovery premium funding allocation this academic year	£14,210
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Princess May Primary School, we strive to deliver outstanding outcomes for each and every child. We recognise that there may be different barriers for children to overcome on their learning journey to achieve their full potential, and that they will need our support to develop the necessary skills and values required to succeed.

We know that evidence has shown that children from disadvantaged backgrounds generally face additional barriers to reaching their full potential and often do not perform as well as their peers.

Therefore, Princess May Primary School intends to use our Pupil Premium funding and the Recovery Premium funding to address gaps in learning and enrichment experiences for all pupils but in particular those who are the most deprived. To ensure that we make the best use of this funding we have referred to the document [EEF Using your pupil premium funding effectively](#) published by the Education Endowment Foundation (EEF) detailing evidence-based approaches to catch up for all students.

This report aims to detail information on how our Pupil Premium funding and Recovery Funding has been used within school.

Recovery Premium

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. The Recovery Premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children due to lockdown. Because of missed learning during periods of lockdown children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Evidence suggests vocabulary skills are linked to economic backgrounds therefore as a school we have prioritised language acquisition to help close this gap. 46% of our Pupil Premium pupils are also EAL.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited life experiences and enrichment opportunities beyond their home life and immediate community. The children who come from these backgrounds come from families with either no parents working or working on very low income.
4	Low attendance and persistent absenteeism of Pupil Premium/disadvantaged children.

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
<p>Pupil premium pupils at Princess May will make better than expected progress across KS1 and KS2 in Reading and Mathematics national and local averages.</p> <p>To ensure that pupils who have fallen behind receive targeted high-quality intervention monitored by SLG/SLT.</p>	<ul style="list-style-type: none"> • End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. • End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. • Analysis of school interventions will show that these have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress. • School leaders will provide teachers with the appropriate information regarding the context of data to ensure it is known, understood and the correct amount of progress is made. • Lowest 20% readers will read daily with the school Reading HLTA in small groups or 1:1 • Identified Y5 pupils targeted for KS2 Fresh Start phonics daily 1hour intervention with school Reading HLTA • Identified pupils in Y1-6 targeted for Fast Track Phonics 1:1 daily 10min per child reading with school Reading HLTA • Daily 1hour phonics session • Opportunities for reading successes across the school will be evident both in class and as a whole school. Discreetly targeting pupil premium pupils where needed. • Assessment Lead and HOY (Heads of Year) will ensure early identification of children who are not making progress through school assessment systems
<p>Pupils and families with identified social, emotional or health needs are supported by the school so that the needs are removed or alleviated.</p>	<ul style="list-style-type: none"> • Pastoral Manager/SENCo identify and support families and children and work to alleviate barriers to learning. • School Pastoral manager will consult with parents on potential topics they have identified as areas they need the support of the school - during coffee morning/parental workshops eg managing challenging behaviour at home, supporting child with homework. • Identified vulnerable/disadvantaged children will have the opportunity to regularly meet with the Pastoral Manager who will provide support eg social skills groups, behaviour support plans, PSPs. • Pastoral manager leads on ‘The Zones of Regulation’ a whole school wellbeing approach to support children in being able to confidently recognise how they are feeling at any time and to provide them with the skills and knowledge to know how to self-regulate their emotions. • Place2B counsellor will work with the school Pastoral manager and class teachers to support pupils with their mental health and wellbeing. • Pastoral manager planned weekly wellbeing resources - slides for class teachers to deliver during weekly class wellbeing session. • Through support for vulnerable disadvantaged families during the period of registration in EYFS, the numbers of children eligible for PPG children will increase. • Ensure all parents are aware of how to apply for pupil premium funding and are supported to complete their application. • Continued partnership with the Hackney CAMHS alliance to build resilience for parents and families.

<p>Pupils will have a breadth of experiences that enable them to contextualize their learning.</p>	<ul style="list-style-type: none"> • Delivery of an engaging, broad and varied curriculum which stimulates, promotes, and allows for higher engagement levels, whilst also closing gaps between peers through offering shared life experiences. • Teachers will plan a wide range of visits/WOW events/experiences to inspire/enhance learning allowing children to share special school experiences with each other, build on prior knowledge together and ensure their exposure to the wider aspects of British cultural life. • Ensuring that each half term each year group has an opportunity to go on an educational visit to help broaden their experiences. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. • Enrichment opportunities for foundation subjects will take place for every class at least once a term – eg Design & Technology Food Week with every year group planning for, preparing, cooking and tasting. • Teachers are supported by subject leaders when planning, to provide inspiring lessons that will capture a child's love of learning and motivate and inspire PP pupils where needed, in order to close learning gaps with their peers. • Curriculum Pupil Focus Group (including children from key groups PPG/SEND) will meet regularly with the AHT and HT and invited subject leaders to discuss and voice their opinion on the curriculum and enrichment opportunities on offer at Princess May including lunch time clubs – AHT 'ECO Club'. Assess pupil enjoyment and love of learning. • School curriculum focus on vocabulary acquisition will support all learners to articulate themselves with a wider range of vocabulary in different contexts.
<p>All disadvantaged pupils will meet national expectations for attendance / persistent absence.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Deputy head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.

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: £81,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Head teacher working with subject leaders to improve/enhance the teaching and learning within every subject.</p>	<ul style="list-style-type: none"> • EEF Pupil Premium Implementation Guidance • Ensure QFT through use of INSET days and additional cover being provided to allow subject leaders to monitor their subject, team teach, coach and meet with pupils – pupil voice. • Planned programme of in-school support for ECTs – team teaching, coaching, peer observations, support with planning, marking and feedback, behaviour management. 	1
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.</p> <p>Allocation of funds for reading, writing and maths initiatives.</p>	<ul style="list-style-type: none"> • Quality teaching in all classes every day is at least good. The provision of interventions and the expectation of challenge teaching for children identified as needing to catch-up. • Impact of each CPD event recorded and monitored. • Reading HLTA – professional development training • EYFS Lead and Reception teacher and TA enrolled on the Nuffield Early Language Intervention programme (NELI) improve children's language and early literacy skills in Reception (4-5 years). • High-quality levelled texts purchased for EYFS, KS1 and KS2. • All TAs/LSAs and HLTAs signed up for the Primary Leaders of Reading programme – trained in how to develop and manage reading opportunities for all children. Becoming a reading expert. Impact building a reading team and develop reading knowledge and expertise in 1:1, small group and whole class. 	1
<p>Funding to hire an experienced teacher (tutor) to work across KS2 - NTP</p>	<ul style="list-style-type: none"> • Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. • Weekly Head of Year (HOY) maths booster lessons for targeted most vulnerable pupils. • Small targeted reading support - member of SLT teaching reading daily in Year 6 (Y6 split into 3 smaller classes). • Small targeted maths support – 2 members of SLT teaching maths daily in Year 6 (Y6 split into 4 smaller classes). • SLT lead 1:1 maths tutorial for targeted most vulnerable pupils in Year 6 twice weekly. • Targeted most vulnerable pupils for NTP (National Tutoring Programme) 	1

	<ul style="list-style-type: none"> Weekly HOY book look, and planning scrutiny to monitor attainment and progress of all children with a specific focus of pupil premium pupils. Ensure consistency across the year group. Regular monitoring of progress with diagnostic tests for maths, and reading to be undertaken every term. Identify key focus children/groups. 	
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Targeted academic support

Budgeted cost: £63,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across the whole school using catch up funding and pupil premium funding.	<ul style="list-style-type: none"> All senior teachers to provide booster tuition before school to targeted pupils after baseline Autumn assessments. 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. (this includes National Tutoring Programme) Small targeted reading support - member of SLT teaching reading daily in Year 6 (Y6 split into 3 smaller classes). Small targeted maths support – 2 members of SLT teaching maths daily in Year 6 (Y6 split into 4 smaller classes). SLT lead 1:1 maths tutorial for targeted most vulnerable pupils in Year 6 twice weekly. SLT, HOY and TAs Deliver lunchtime and booster clubs to continue to close the attainment gap between pupil premium and non-pupil premium children. Maths and reading interventions monitored and evaluated by SLG/SLT. PPA PE Coach to listen to targeted PPG KS2 pupils read daily (Mon-Thurs) 	1

Wider strategies

Budgeted cost: £41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEND lead and Pastoral Manager to support families with high need SEN and Pupil Premium children.	EEF Social and Emotional Learning EEF Parental Engagement	2

<p>Support with uniform and equipment costs.</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p> <ul style="list-style-type: none"> • Improved school/parental engagement with SLT presence on the school gate at the start and end of the day. • Head teacher weekly parent 'drop-in' sessions • Head teacher weekly parent school tours • 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 and be supported by the school Pastoral manager who will support them in alleviating any potential barriers to their learning. • Pastoral manager supporting 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 Place2Be 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. • Pastoral manager – school link for Imperial College study IMprOVE. Y1 pupils take part in the study - looking at the connection between physical activity, mental health and wellbeing. 	
<p>All children to be given opportunities to participate in activities which enhance and broaden their learning experiences.</p> <p>After school club funding for pupil premium children and subsidised access to the residential trip for year 6 Pupil Premium children.</p>	<ul style="list-style-type: none"> • Equal access to a broad and balanced extended curriculum as non-PPG pupils. • Pupil Premium pupils in receipt of subsidised trips and events and access to a range of enrichment opportunities, including music tuition. 	3
<p>School attendance officer to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Support from Hackney Learning Education Attendance Service and investment in additional time for SLT to focus on attendance.</p>	<ul style="list-style-type: none"> • Ensure that overall attendance for all pupil premium pupils is above the national average. • Attendance increases for vulnerable pupils whose poor attendance is impacting negatively on their attainment and progress. • Attendance for PPG pupils is in line with whole school expectations/targets Unauthorised absence attendance figures decrease. • Persistent absence/lateness reduces. • Regular reporting and monitoring in conjunction with Attendance Service to identify trends and support vulnerable pupils. 	4

	<ul style="list-style-type: none">• Extended day provision – breakfast club offered punctuality and attendance of pupil premium pupils.	
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Total budgeted cost: £186,345