



Pupil Premium Strategy

Name of Governing Body Representative:

Kristofer McGhee

Signed by (GBR):

Date: 04/09/2022

Next review due by: September 2023

Princess May Pupil Premium Strategy Statement

This statement details Princess May Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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	238
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2023
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 2022-23	£137,115
Recovery premium funding allocation this academic year 2022-23	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year: (2022-2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,470

Part A: Pupil premium strategy plan

Statement of intent

At Princess May, 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. Therefore, overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. The percentage of our pupils eligible for pupil premium (42%) is significantly higher than the national average for primary schools.

It is our intent at Princess May Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

At Princess May Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf

Princess May Primary School will be using the DfE's School-Led Tutoring Grant (60%) for tuition, for pupil's eligible for pupil premium but also will include pupils with other types of disadvantage or additional needs. We will use other school funds including the pupil premium (not including Recovery Premium), to pay the additional 40% for school-led tutoring.

As a school we will use the Recovery Premium on evidence-based approaches in-line with the EEF (Education Endowment Foundation) to support pupil premium pupils and those pupils with other types of disadvantage or additional needs; to ensure that we make the best use of this funding we have referred to the document [EEF Using your pupil premium funding effectively](#).

Challenges

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

Challenge number	Detail of challenge
1	Known low attainment and slow progress rates made by pupil premium/disadvantaged children, including gaps and misconceptions and a difficulty 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. 40% of our Pupil Premium pupils are also EAL.
2	Pupils and their families have social and 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 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 making accelerated progress and 'catch up' or exceed prior attainment standards.</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
Pupils and families with identified social, emotional or health needs are supported by the school so that	<ul style="list-style-type: none"> SEND Lead and DSL identify and support families and children and work to alleviate barriers to learning. SEND Lead, DSL and Place2B 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.

the needs are removed or alleviated.	<ul style="list-style-type: none"> • Identified vulnerable/disadvantaged children will have the opportunity to regularly meet with the Place2B Manager through Place2Talk and/or are identified for 1:1 counselling. • DSL, SEND Lead, Place2Be Manager and REU will work together to provide support eg social skills groups, behaviour support plans, PSPs. • Identified vulnerable/disadvantaged children will have the opportunity to regularly meet with the Place2B Manager who will provide support eg social skills groups, advise with behaviour support plans, PSPs. • 'The Zones of Regulation' a whole school wellbeing approach used 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. • Employment of a Senior Play Leader to develop the play experience outside • Place2B Manager will work with class teachers to support pupils with their mental health and wellbeing. • PSHE Lead teacher 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 contextualise their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</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 SLT 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.
All disadvantaged pupils will meet national expectations for attendance / persistent absence.	<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 and 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: £89,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head teacher working with subject leaders to improve/enhance the teaching and learning within every subject.	<ul style="list-style-type: none"> • EEF Pupil Premium Implementation Guidance • Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning • Evidence from Education Endowment Foundation – Maximising Learning. • https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching • 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
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Allocation of funds for reading, writing and maths initiatives.	<ul style="list-style-type: none"> • https://www.theconfidentteacher.com/resources/ • https://www.theconfidentteacher.com/2020/11/academic-vocabulary-and-schema-building/ • https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths • 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 – continued professional development training • EYFS Lead and TA to be enrolled on the Nuffield Early Language Intervention programme (NELI) improve children's language and early literacy skills in Reception (4-5 years). • https://files.eric.ed.gov/fulltext/ED581138.pdf • High-quality levelled texts purchased for EYFS, KS1 and KS2. • 'Primary Leaders of Reading' our school reading team of trained TA's leading on 1:1, small group and whole class reading. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 	1
Funding to hire an experienced teacher (tutor) to work across KS2 - NTP	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. 	1

	<ul style="list-style-type: none"> • Weekly Head of Year (HOY) maths booster lessons for targeted most vulnerable pupils. • Small targeted reading support - members of SLT teaching reading daily in Year 6 (Y6 split into 4 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) • 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. • SLT weekly maths booster lessons for targeted most vulnerable pupils in Y4 and Y5. 	
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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 using catch up funding and pupil premium funding.</p> <p>Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants 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 senior 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. (this includes National Tutoring Programme) • Dynamo maths and Lexia • Evidence – Dynamo Maths • https://www.lexialearning.com/why-lexia/case-studies • Delivery of The Nuffield Early Language Intervention (NELI) for children in Reception (4-5 years) • Small targeted reading support - members of SLT teaching reading in Year 6 (Y6 split into 4 smaller classes) • Small targeted maths support – 2 members of SLT teaching maths in Year 6 (Y6 split into 4 smaller classes) • Small targeted literacy support – 1 member of SLT teaching literacy in Year 6 (Y6 split into 3 smaller classes) • SLT lead 1:1 maths tutorial for targeted most vulnerable pupils in Year 6 twice weekly • SLT, Teachers 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 	1

	<ul style="list-style-type: none"> In-school assessments show accelerated Reading and Maths progress with targeted intervention from senior leaders. See EEF research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction 	
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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.	Research from the University of Roehampton supports the impact of targeted counselling on pupils, reducing psychological distress in the long term. https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext	2
<p>Release time for SEND lead to support families with high need SEN and Pupil Premium children.</p> <p>Positive home/school engagement.</p> <p>Support with uniform and equipment costs.</p> <p>Introduction of a school PTA.</p>	<p>EEF Social and Emotional Learning EEF Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ul style="list-style-type: none"> Improved school/parental engagement with DH/Attendance Lead present on the school gate during the week. 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 the school Place2Be manager through Place2Talk who will support them in alleviating any potential barriers to their learning. Place2Be manager working with DHT 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 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. PSHE Lead teacher to work with the school community to develop an active PTA. 	2,4
All children to be given opportunities to participate in activities which enhance and	<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 Equal access to lunchtime enrichment programme of clubs 	2,3

<p>broaden their learning experiences.</p> <p>Access to Enrichment clubs.</p> <p>After school club funding for pupil premium children and subsidised access to the residential trip for year 6 Pupil Premium children.</p>		
<p>School attendance officer to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>Support from WPA Education Welfare Services and investment in additional time for DHT (Attendance Lead) to focus on attendance.</p>	<ul style="list-style-type: none"> • https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities • https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme • https://my.fft.org.uk/app/analytics/attendancetracker/10554/status • 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. • Extended day provision – breakfast club and after school club offered to improve punctuality and attendance of pupil premium pupils. 	4

Total budgeted cost: £151,470

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.

End of Year Data: 2021-2022

EYFS	Princess May 2022	
GLD	71%	(Nat 72%)

Princess May 2022		
Year 1 Phonic Screening		
85%	(Nat 82%)	

KS1	Princess May 2022 - cohort size 27	
	% Expected	% Greater Depth
Reading	74% (Nat 68%)	19%
Writing (Teacher Assessment)	74% (Nat 59%)	11%
Maths	70% (Nat 70%)	15%

KS2	Princess May 2022 - cohort size 42	
	% Expected	% Greater Depth
Reading	85% (Nat 74%)	36%
Writing (Teacher Assessment)	88% (Nat 69%)	26%
Maths	83% (Nat 71%)	45%
RWM	83% (Nat 59%)	17% v

End of KS2: Pupil premium vs non-pupil premium

Pupil groups	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	21	107.7	+2.9	105.1	+4.3 ●	107.9	+4.4 ●	106.5	+1.0	94%
Not FSM6	21	106.3	+4.5 ●	102.7	+5.0 ●	106.8	+5.5 ●	104.0	+2.0	96%

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
My Mastery (maths)	Ark Curriculum
Read Write Inc	Ruth Miskin Training
Lexia	Core 5 Reading
Dynamo Maths	JellyJames