# Pupil premium strategy statement

## School overview

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| **Metric** | **Data** |
| School name | Prospect Vale Primary School |
| Pupils in school | 196 – 212 including Nursery |
| Proportion of disadvantaged pupils | 14.15% |
| Pupil premium allocation this academic year | £43,650 |
| Academic year or years covered by statement | 2023-2024 |
| Publish date | September 2023 |
| Review date | July 2024 |
| Statement authorised by | Nicola Gaulton, Acting Head Teacher |
| Pupil premium lead | Nicola Gaulton, Acting Head Teacher |
| Governor lead | Kim Corrall  (Inclusion & Diversity Governor) |

## Disadvantaged pupil progress scores for last academic year (2022-2023)

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| **Measure** | **Score** |
| 50% of PP children in Rec achieved GLD in July 2023 | |
| Reading | * 100% of PP children achieved Expected standard in KS1 * 60% of PP children achieved Expected standard in KS2 |
| Writing | * 100% of PP children achieved Expected standard in KS1 * 60% of PP children achieved Expected standard in KS2 |
| Maths | * 100% of PP children achieved Expected standard in KS1 * 80% of PP children achieved Expected standard in KS2 |

## Strategy aims for disadvantaged pupils for this academic year (2023-2024)

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| **Measure** | **Score** |
| Achieving GLD in Rec | 100% PP children in Reception to achieve GLD |
| Meeting expected standard at KS2 | 100% Y6 PP children to achieve expected standard in Reading & Writing |
| Achieving high standard at KS2 | A proportion of PP children to aim to achieve Greater Depth standard at the end of KS2 in Reading, Writing and/or Maths |

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| **Measure** | **Activity** |
| Priority 1 | PP children make progress in all areas of the curriculum in line with their peers through QFT in the classroom from EYFs, through to KS1 and up to the end of KS2.  Children are able to learn within a diversity-rich environment where healthy attitudes to learning, mental health and well-being are paramount and a classroom focus upon the important link between phonics, reading and writing supports children to develop skills and become confident learners within the core and foundation subjects. |
| Priority 2 | Give PP children experiences & enrichment opportunities that will support and enhance their learning journey at Prospect Vale whilst promoting positive mental health, well-being and resilience |
| Barriers to learning these priorities address | Children are able to access a curriculum that provides experience and enrichment in the same way that less disadvantaged pupils can, ensuring there is no discrimination between pupils and the educational experience that they and their families receive. |
| Projected spending | £43,650 |

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Reading | Track progress of PP pupils in EYFS, and across KS1 & KS2 in Reading with the target of it being in line with that of non-PP children.  Aim for a greater % of PP children achieving Expected standard in Reading at end of KS2 or achieving Greater Depth  Use in-class Reading Areas linked to high profile class authors to promote an interest in Reading for PP children  Use SERI and Leicester Inference interventions to support children in improving their reading & work with the EDS to support EAL children, particularly in EYFS  Stream Phonics from Y1 to Y2 to ensure children are accessing appropriate Phonic stages to support reading, writing and spelling  Century Programme to support KS2 learners  Floppy’s Phonics to support EYFS & KS1 pupils & home/school learning | July 2024 |
| Progress in Writing | Track progress of PP pupils in EYFS, and across KS1 & KS2 in Writing with the target of it being in line with that of non-PP children.  Aim for a greater % of PP children achieving Expected standard in Writing at end of KS2 or achieving Greater Depth  Further enhancements to the Reading curriculum across school impact on  Writing attainment for PP children  More opportunities for cluster moderation sessions in Writing across all phases (EYFS/KS1 & KS2)  Century Programme to continue to support KS2 learners  Termly enrichment ‘Writing Rocks’ days to promote creativity in writing that are planned by Phase leaders to provide whole school project with a specific focus/stimulus  Approach the Literacy Hub to receive an audit into how school can further develop writing across school | July 2024 |
| Progress in Mathematics | Track progress of PP pupils in Maths with the target of it being in line with that of non-PP children with a greater % of PP children achieving standard in Maths at end of KS2 or achieving Greater Depth  Continue to the use the White Rose resources and programme of study to support the learning of PP children (Years 1-3 using Numicon workbooks this year)  Use Numicon advocate status to further support PP children in Maths by implementing relevant interventions and booster programmes  Century Programme to support KS2 learners  Using online MTC practice tool to improve multiplication tables across KS2 | July 2024 |
| Phonics | Embed the SSP Floppy’s Phonics across EYFS & KS1(and into Y3 for those pupils who have not reached expected standard in Phonics) including parental & pupil access for use at home  All KS2 trained to use Floppy’s Phonics to ensure continuity in strategy to address gaps in Phonic/spelling knowledge and application across school | July 2024 |
| Other | Continue to provide experiences and enrichment and cross curricular writing opportunities for our PP children to further support learning, mental health and well-being and provide life experiences that may otherwise not be accessible | July 2024 |

## Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Reading interventions & SERI training for LSAS  Writing booster groups  Maths interventions  Phonics booster sessions  Continue to closely monitor attendance and punctuality in school of our PP children & support where necessary  Continue to use WellComm Speech and Language toolkit to support learners in communication and language in EYFS  CPD for staff where required |
| Priority 2 | Give PP children the opportunity to fully access school visits, enrichment opportunities and experiences such as Robin Wood Residential & the London visit  Additional music and PE focussed opportunities provided  Access to Chromebooks for children who do not have electronic devices at home for home learning/google classroom /use of Century programme and Floppy’s Phonics SSP |
| Barriers to learning these priorities address | Ensuring PP children make progress at a rate that matches their peers wherever possible and are at no disadvantage, including receiving QFT and access to all school enrichment opportunities and any relevant interventions and/or booster/tuition.  Robust assessment in Reading, Writing & Maths using Rising Stars materials & intervention assessments (entrance/exit data) to help staff identify gaps in knowledge & understanding and inform future planning  Lower communication and language levels on entry to school in EYFS, leading to delays in understanding and progress within Phonics & Reading within EYFS initially |
| Projected spending | Appointment of 3 new TAs to support children in KS1 & KS2  Spending on trips which allows all children to access a broad curriculum  Century subscription cost  Resources spending  Cover costs for staff CPD - moderation opportunities, Literacy Hub access, work with EDS & EY2P consultancy to support early identification of S&L difficulties in EYFS in particular |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Promote a love and enjoyment of reading both in school and at home  Adaptations made to Reading curriculum to impact on quality of writing  Robust termly assessments to help identify gaps in knowledge & understanding and inform future planning  Interventions/boosters closely monitored and entrance/exit data collected to provide strengths & areas for development in specific areas of learning  Access to Century and Floppy’s Phonics for all children/families  Greater expectations on home learning/parental support through use of Google classroom activities, century and Floppy’s Phonics to consolidate/extend learning  Continue to use WellComm Speech and Language toolkit to support learners in communication and language in EYFS |
| Priority 2 | Continue to source and plan enrichment opportunities that support learning further and promote positive mental health and well-being |
| Barriers to learning these priorities address | Parental support/home environment supports children’s needs – implementation of ‘Focus 5’ within home-school agreement  Mental health and well-being of children and families |
| Projected spending | Appointment of 3 new TAs to support children in KS1 & KS2  Spending on trips which allows all children to access a broad curriculum  Century subscription cost  Resources spending  Cover costs for staff CPD - moderation opportunities, Literacy Hub access, work with EDS & EY2P consultancy to support early identification of S&L difficulties in EYFS in particular |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Are PP children making the same levels of progress as their peers? | Speech, language and communication monitored closely with children joining us in EYFS & need identified for WellComm S&L toolkit for EYFS children to support delays in speech & language  Robust assessment systems in place to ensure PP are carefully tracked in terms of progress against their peers and that Pupil Progress meetings identify areas for development in learning of PP children  Data tracking continues to inform interventions/booster sessions needed to close gaps in learning for PP children  Data and progress fed back to the Governing Board termly in Senior Leadership reports  PP children who are also SEND are closely monitored and supported with individual support plans updated termly & SENDCo in school maintains a good relationship with those children/families  Well-being monitored through collection of qualitative data from pupil voice & questionnaires from staff & parents Mental Health First Aid training and Restorative Approaches training revisited for new staff/those who need refresher  Attendance and punctuality improving and EPNs sent where necessary |