

Pupil Premium Strategy Statement

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	Princes Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Col Hughes Headteacher
Pupil premium lead	Jo Cree Deputy Headteacher
Governor / Trustee lead	Peter Hawkins Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 104,220
Recovery premium funding allocation this academic year	£11,310
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	£115,530

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At Princes Primary School we recognise that socio-economic disadvantage is not always the primary challenge our pupils face.

At the heart of our approach is high-quality teaching focussed on assessment of need and supporting pupils to access a broad and balanced curriculum.

Wellbeing is a priority at Princes which is supported through close home/school links and support from outside agencies

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills

Our strategy will be driven by the strengths and needs of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experiences they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Research suggests that disadvantaged pupils generally make less progress from their starting points when entering school.
2	All pupils attending Princes Primary School have severe learning difficulties and are working below age related expectations. All pupils have an Education, Health and care plan
3	Over 70% of pupils at Princes have a diagnosis of Autism Spectrum Disorder (ASD) and several have been referred to the ASD pathway and are waiting for a diagnosis
4	Twelve pupils have profound and multiple learning difficulties, many of whom have complex medical needs
5	Around 10% of pupils have a sensory impairment ie a visual, hearing or multisensory impairment or additional conditions which may require specialist medical care and therapeutic support
6	7 pupils have 1:1 support in place due to their behaviours or medical needs
7	All pupils at Princes have communication difficulties and the majority are non-verbal or pre verbal.
8	Over a third of children have an individual behaviour plan
9	A high proportion of pupils have sensory processing difficulties
10	Many pupils have mobility issues or struggle with motor skills
11	2 pupils are subject to child protection plans
12	5 pupils are children who are looked after
13	13 pupils are supported through an EHAT
14	24 pupils are supported through child in need plans
15	Many of our pupils have fewer opportunities to access activities in the community or develop independent skills and cultural capital outside of school.
16	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our pupils has been impacted by the pandemic

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>Improved attainment for disadvantaged pupils relative to their starting points as identified through baseline assessments.</p> <p>Priority areas are reading, writing, phonics and maths.</p>	<p>Improved attainment is evident during pupil progress meetings and through Earwig assessment records</p>
<p>Staff have increased knowledge and skills to support pupil progress</p>	<p>There is evidence of impact following CPD</p> <p>An improvement in teaching and learning is evident through learning walks and moderation.</p>
<p>To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.</p>	<p>Improved parental engagement particularly for hard to reach families.</p> <p>Improved attendance</p> <p>Parents and carers have increased knowledge and skills in order to support the needs of their children at home.</p> <p>There is a consistent approach being used at home and in school</p> <p>Parents know what other services are available to support their child.</p>
<p>To offer enrichment activities designed to engage, motivate and broaden our pupil's experiences.</p> <p>Pupils will have opportunities to access a wide range of opportunities within the local community with appropriate support, which will allow them to develop confidence, independence and reduce anxieties</p>	<p>Pupils have access to a range of activities that not only enhance their learning but also positively impacts on their health and wellbeing.</p> <p>Social skills, independence and perseverance are also developed</p>
<p>Pupils with physical difficulties to have as much independent mobility as possible to allow access to the curriculum, community and enrichment activities.</p> <p>Pupil's postural care needs will be met in order to promote good health.</p>	<p>Pupils will meet their identified targets within the MOVE programme.</p> <p>Postural management plans, training and equipment in place to meet the needs of pupils</p>
<p>Pupils to receive the nurture and support they require to have positive emotional health and wellbeing.</p> <p>Improved behaviour of pupils by equipping them with coping strategies to support them in managing their own behaviour and anxiety</p>	<p>Pupils have reduced anxieties enabling them to self-regulate and manage their behaviours. They are able to quickly re-engage in learning</p> <p>The number of behaviour incidents recorded has decreased</p>

	<p>Staff are successfully using PBS as an approach to understand the reasons for behaviour so that unmet needs can be met.</p> <p>Staff are considering pupils as a whole; their life history, physical health and emotional needs.</p> <p>Our approach to behaviour management is proactive and preventative, focusing on the teaching of new skills to replace behaviours that challenge.</p> <p>Our approach to behaviour combines perspectives from different professionals</p> <p>Staff are using distraction and de-escalation techniques to reduce behaviours of concern and the need for physical intervention</p>
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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: £ 23,200

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of Quality of Education Teaching and Learning Responsibility leads</p>	<p>Their role will be to:</p> <ul style="list-style-type: none"> • Further develop the curriculum in order to consider the changing needs of our pupils as well as developments in research and practices. • Organise and monitor the impact of staff CPD training • Complete regular learning walks and oversee moderation • Lead progress meetings with class teachers • Contribute to the school development plan <p><i>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</i></p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	<p>1,2,16</p>
<p>CPD for all classroom staff.</p>	<p>All staff will have opportunities for planned training through staff meetings and INSET days</p> <p>Additional after school training for new staff and those that require upskilling or wish to refresh their knowledge</p> <p><i>Evidence suggest that professional behaviours exhibited by teachers such as reflecting on and developing professional practice, participation in professional development, supporting colleagues has an impact on pupil outcomes.</i></p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p><i>Evidence suggests that investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,16</p>

<p>Senior teachers will mentor the ECTs for two years to support the Government's recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.</p>	<p>https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy</p>	<p>1,2,16</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 3000

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
<p>To improve pupil progress in reading and phonics throughout the school</p>	<ul style="list-style-type: none"> • Time for reading leads to work on assessment frameworks, baseline assessments, moderation and learning walks • Whole school training • Purchase additional reading Materials from Bug Club to support engagement in reading and phonics <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,16</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £96,364

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
Creation of Safeguarding/ Pastoral lead role	<ul style="list-style-type: none"> • A dedicated person who builds a trusting relationship with parents/carers. As a result, Parents/carers feel supported, leading to improved relationships between school and home. • Improved parental engagement particularly for hard to reach families. • Parent training in areas such as communication, sensory processing, sleep, toileting, behaviour • Support from interpreters for training and meetings with EAL families • Families requiring support identified and supported through EHAT • School working collaboratively with other support agencies e.g CAMHS, Fusion & Disabled Children’s Team • Consistent application of the attendance policy. Reactive strategy from safeguarding/pastoral lead with support from EWO service • Attendance discussed at safeguarding meetings. • Regular meetings between Safeguarding/pastoral lead, behavioural lead and quality of education leads to discuss barriers to learning <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/</p>	11-16

Behaviour management support	<ul style="list-style-type: none"> • Creation of Behaviours & Attitudes Teaching and Learning Responsibility lead • Creation of behaviour support team • School to continue to use PBS approach • Team Teach training for new staff & refresher training for existing staff. Three additional staff to be trained to instructor level • Regular consultation meetings with CAMHS • 1:1 support for children with complex health or behavioural needs 	6,8, 9, 16
To offer enrichment activities designed to engage, motivate and broaden our pupil's experiences.	<ul style="list-style-type: none"> • Creation of Personal Development Teaching and Learning Responsibility lead • Semi formal classes accessing swimming sessions offsite • All classes to have access to the school minibuses to access activities within the local community • MIDAS training for staff • Themed enrichment weeks each term to allow pupils to experience enrichment activities that they may not be able to access outside of school. • All year 6 pupils given the opportunity to participate in a residential visit in the summer term <p><i>Due to circumstances such as challenging behaviours, accessibility, financial difficulties and other family circumstances, many of our pupils do not access activities within their local community and the wider community outside of the school day. This means that cultural capital experiences are limited.</i></p> <p><i>The pandemic has meant that access to activities has been limited, some of our pupils experienced anxiety following such a long lockdown period and struggled to begin to access activities again.</i></p>	15,16
Manual Handling and MOVE training for staff in order to support pupils with a physical disability	<ul style="list-style-type: none"> • Member of staff trained to instructor level in manual handling so that training can be disseminated to staff across school • Staff trained in delivering the MOVE programme to support pupils with physical difficulties to gain independent movement • Postural support equipment such as slings, specialist seating, standing frames and walkers purchased <p>https://www.enhamtrust.org.uk/what-is-move</p>	4,5,6,10,15,16

Total budgeted cost: £122,564 (School find account to be used to supplement the cost of the year 6 residential)

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Pupil Premium Focus Area	Impact	Evidence
<p>To install a forest school teaching circle, with canopy. To train 2 staff members to forest school practitioner level 3. Staff to be trained in outdoor first aid. Recommended Forest School Kit to be purchased to enable a full forest school programme to be introduced across the school</p>	<p>Although staff have received training and the forest school area has been built, implementation has been slow due to Covid restrictions. Unfortunately staff who have received training are also no longer at Princes.</p>	
<p>To increase staffing in 2 of the more complex classes to ensure that pupil premium children make the same progress as non pupil premium</p>	<p>Pupil's in receipt of pupil premium have made the same level of progress as those not in receipt of pupil premium funding. Due to the complex needs of pupils, the majority of classes now have a teacher and 3 LSAs. Some classes have an additional LSA due to having pupils with complex health needs or behaviours of concern</p>	<p>Pupil progress meetings with Quality of Education Leads Pupil progress information on Earwig Pupil one page profile crowns</p>
<p>To employ a Family Liaison Officer (FLO) to support families at a school-based level and lead the EHAT process where appropriate.</p>	<p>This role has been invaluable. Attendance figures have improved. Parental engagement has improved, particularly with our EAL or hard to reach families.</p>	<p>Parent feedback Attendance figures Parent engagement; attendance at meetings, training etc</p>

<p>To work as part of the safeguarding team and to be trained to deputy DSL level.</p> <p>To identify and facilitate training and support that can be offered to support parents</p>	<p>The role has grown so much that the family liaison officer has now become part of the senior leadership team and now has the role of safeguarding and pastoral lead.</p>	
<p>To introduce Positive Behaviour Support (PBS) as a person centred approach to people with a learning disability who may be at risk of displaying challenging behaviours.</p> <p>To have staff trained at an appropriate level to ensure that the approach can be successfully implemented at all levels.</p>	<p>All staff have been trained in the basics of PBS and two staff have been trained to a more advanced level.</p> <p>The format of behaviour plans and the recording of behaviours has changed in line with PBS</p> <p>The school ethos and curriculum supports PBS principles</p> <p>School will continue to further develop the implementation of PBS across the school.</p>	<p>Pupil one page profiles, behaviour plans</p> <p>Behaviour reports</p> <p>Minutes from behaviour meetings</p> <p>Pupil progress meetings & pupil reports</p>