

Pupil premium strategy statement

This statement details our school's use of pupil premium funding and recovery premium 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	186
Proportion (%) of pupil premium eligible pupils	52%
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	February 2023 to take into account new pupils starting in January 2023
Date on which it will be reviewed	July 2023
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	£ 119,775
Recovery premium funding allocation this academic year	£22,040
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	£141,815

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	Sixteen 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	5 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	1 pupil is subject to a child protection plan
12	8 pupils are children who are looked after
13	12 pupils are supported through an EHAT
14	19 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, through Earwig assessment records and progress towards targets on individual one page profile crowns</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: £ 25,000

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
<p>Role of the two Quality of Education leads to continue</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 • Oversee planning and assessment <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. (Education Endowment Foundation)</p> <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>The quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality professional development is therefore crucial in improving pupil outcomes.</p>	<p>1,2,16</p>

	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1677584491</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>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>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
To improve pupil progress particularly in priority areas; reading, phonics writing, maths and physical development	<ul style="list-style-type: none"> • Time for curriculum leads to work on assessment frameworks, baseline assessments, moderation and learning walks • Whole school training • Purchase additional resources to support each curriculum area 	1,2,16

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

Budgeted cost: £110,000

Activity	Further details & Evidence that supports this approach	Challenge number(s) addressed
Safeguarding/ Pastoral lead	<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 • Designated Attendance lead has now completed designated attendance lead training and will work closely with safeguarding/pastoral lead • Consistent application of the attendance policy. Reactive strategy from attendance lead & safeguarding/pastoral lead with support from EWO service • Attendance discussed at safeguarding meetings. • Regular meetings between Safeguarding/pastoral lead, attendance lead, 	11-16

	<p>behavioural lead and quality of education leads to discuss barriers to learning</p> <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>	
Behaviour management support	<ul style="list-style-type: none"> • Behaviours & Attitudes Teaching and Learning Responsibility lead to continue • Creation of behaviour support team • School to continue to use PBS approach • Team Teach training for new staff & refresher training for existing staff. • 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"> • Personal Development Teaching and Learning Responsibility lead to continue • 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 • School to apply for an additional minibus now that numbers on roll have increased. This will allow pupils at satellite sites to access specialist provision on the main site e.g hydrotherapy • 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</i></p>	15,16

	<p><i>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>	
<p>Manual Handling and MOVE training for staff in order to support pupils with a physical disability</p>	<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: £142,000

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.

Pupil Premium Focus Area	Impact	Evidence
<p>Creation of Quality of Education Teaching and Learning Responsibility leads</p>	<p>High quality teaching and learning. Pupils making progress.</p> <p>Quality of Education leads are now meeting class teachers every term for progress meetings. Those pupils not making progress are discussed at meetings with the attendance lead, safeguarding/pastoral lead and behaviour lead to identify barriers and put support in place.</p> <p>Regular monitoring of planning and assessment and learning walks take place across all 4 sites</p>	<p>Case Studies</p> <p>Minutes from progress meetings</p> <p>Learning walk feedback</p> <p>Monitoring feedback</p> <p>Individual crowns</p>
<p>CPD for all classroom staff.</p>	<p>CPD has been related to areas of the school development plan or areas identified following learning walks or moderation.</p> <p>INSET days have been used for staff training</p> <p>Curriculum leads have accessed training specific to their curriculum area. This has then been disseminated to other staff across school</p> <p>In house training has been provided for new staff or</p>	<p>CPD log</p> <p>School development plan</p>

	those requiring refresher training	
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>All 4 ECTs successfully completed their first year.</p> <p>In the academic year 2022-2023 we have taken on 4 further ECTs as well as two ECTs who are in their second year</p> <p>We currently have two ECT tutors and one mentor</p>	<p>Minutes from ECT minutes</p> <p>CPD log</p> <p>Learning walks & moderation feedback</p> <p>Progress meetings</p>
To improve pupil progress in reading and phonics throughout the school	<p>A HLTA is now employed to deliver phonics intervention groups across the school. She has attended training and this has been disseminated to class staff to ensure a consistent approach is being used.</p> <p>All children working on phonics have been assessed and baselined</p> <p>School have purchased the Bug Club phonics scheme which is accessed by pupils both in school and at home</p> <p>Literacy curriculum leads and quality of Education leads have continued to monitor teaching and learning through learning walks, moderation & progress meetings</p> <p>Evidence shows that pupils are making progress with reading & phonics</p>	<p>Case Studies</p> <p>Progress meetings</p> <p>Earwig records</p> <p>Individual crowns</p> <p>Feedback from learning walks and moderation</p> <p>Parent feedback</p> <p>Annual reviews and end of year reports</p>
Creation of Safeguarding/ Pastoral lead role	Due to the increase in pupil numbers & other services being stretched this role has become even more important.	<p>Minutes from meetings</p> <p>Parent feedback</p>

	<p>Deputy Headteacher now oversees attendance and has completed designated attendance lead training through school improvement Liverpool. DHT also oversees children who are looked after attending LAC reviews, care planning meetings and PEPS.</p> <p>Two groups of staff within school are also supporting this role through innovation projects designed to support families who are struggling to access support from other services or those hard to reach families including EAL families</p>	
Behaviour management support	<p>Decrease in behaviour incidents being recorded</p> <p>Behaviour team offering support strategies to class teams & families</p> <p>Additional 3 staff trained to instructor level for Team Teach</p> <p>This year an additional member of staff has been working alongside our behaviour lead to monitor and support behaviour across additional satellite sites</p> <p>Team Teach training and refresher training provided for all staff as and when required</p>	<p>Behaviour incident records on Iris</p> <p>Minutes from behaviour support meetings</p> <p>CPD logs</p> <p>Top up applications</p> <p>Behaviour and sensory plans</p>
To offer enrichment activities designed to engage, motivate and broaden our pupil's experiences.	<p>Whole school themed weeks took place each term last year; Winter Wonderland, Story Time, Festival. All pupils were involved and</p>	<p>Parent feedback</p> <p>Dojo</p> <p>Earwig evidence</p>

	<p>families were also invited to some of the events. Feedback has been excellent and pupil engagement has been fantastic.</p> <p>Four of our semi formal classes have accessed weekly swimming sessions at St Annes</p> <p>20 pupils participated in the two year 6 residential trips. These were a huge success. Feedback from parents, pupils and staff was amazing. Pupils were able to access activities that they have never had the opportunity to experience before and for some of our families this was the first opportunity for their child to be away from home.</p> <p>Pupils continue to participate in weekly trips to supplement the curriculum and develop independence & life skills</p> <p>More staff have completed MIDAS training and other staff have completed refresher training.</p> <p>School have applied for an additional minibus</p>	
<p>Manual Handling and MOVE training for staff in order to support pupils with a physical disability</p>	<p>We now have an additional class for children with physical difficulties, some of these children also have additional sensory impairments and medical needs</p> <p>All staff in our classes for children with physical difficulties and PMLD have</p>	

	<p>received manual handling training.</p> <p>An additional member of staff has now received training which allows her to be a manual handling trainer</p> <p>Equipment has been purchased for new pupils and new equipment purchased to replace old or outgrown equipment.</p> <p>Pupils continue to progress through the MOVE programme with some even managing to take their first steps!</p>	
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