

Pupil Premium Strategy Statement 2022-23



School overview

Metric	Data
School name	Beckfoot Priestthorpe Primary School
Pupils in school	195
Proportion of disadvantaged pupils	17.4% (34 pupils)
Pupil premium allocation this academic year	£53,295
Academic year or years covered by statement	2021-23
Publish date	14.11.22
Review date	14.11.23
Statement authorised by	Christina Gunning
Pupil premium lead	Christina Gunning
Trust Board lead	Mike Kelly

Measure	Activity
Priority 1	PP children are ready to learn because they are supported with their emotional well-being
Priority 2	Increase the attendance of PP children to prevent further gaps in learning
Priority 3	PP children are making good progress in phonics/reading
Priority 4	PP children are closing gaps in maths
Barriers to learning these priorities address	Attendance of identified PP children. Emotional well-being of PP children to ensure children are ready to learn Support at home Gaps in learning
Projected spending	<u>Total: £ 79,493.29</u>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0)	Sept 2023
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	Sept 2023
Progress in Mathematics	Achieve national average progress scores in KS2 maths (0).	Sept 2023
Phonics	Year 2 PP phonics target 85% Year 1 PP phonics target 85%	June 2023 June 2023

Other	Improve attendance of disadvantaged pupils to 97%	Sept 2023
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Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> - Children identified for additional support from the mental health team (PIW/SENDCo) - Small group work to support anxiety/friendships etc with PIW - 1:1 support as necessary with PIW - Introduce and develop peer mentors - Involvement in Mental Health Champions+ - DSL identification of additional needs and vulnerable children due to additional knowledge of challenges faced
Priority 2	<ul style="list-style-type: none"> - Attendance monitoring using Trust stepped approach - DSL time allocated to attendance monitoring, attendance meetings with families and safeguarding reviews - DSL/ Office/ Support staff time for same day calls/texts/visits - Attendance cup weekly in Friday assembly
Priority 3	<ul style="list-style-type: none"> - Use of accurate phonics assessment and tracking to identify and address gaps and to move children's learning on. - Children identified for phonics catch up starting with Y3 - Ensure teachers and support staff in EY and KS1 have had phonics training and continued CPD - RWI fully implemented - All other children on AR - Introduce Whole Class Reading in KS2 - Monitor reading at home
Priority 4	<ul style="list-style-type: none"> - Implement Maths Mastery across school - Implement daily Maths Meetings - Identify children with gaps preventing progress - Achievement team meetings to establish strategies to support - Daily maths same day interventions where required - Pre and post diagnostic assessments used to identify and address misconceptions - Focus on fluency with number bonds, times tables, related facts etc at least 3 times a week - Additional interventions in an afternoon where support is available
Barriers to learning these priorities address	<p>Attendance of identified PP children.</p> <p>Emotional well-being of PP children not addressed to ensure children are ready to learn</p> <p>Covid 19 absences of children and staff impact on ability to offer interventions etc</p>

Projected spending	Priority 1: £6893.39 (25% of PIW salary) Priority 2: £6893.39 (25% of PIW salary) Priority 3: £20075.20 (10% of support staff time) Priority 4: £34328.59 (17.1% of TA budget) <u>Total: £ 68,190.57</u>
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Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure all children have 97% attendance by swiftly addressing potential persistent absence.
Priority 2	Accurate assessment in Reading Writing and Maths to accelerate progress.
Priority 3	Focus on Handwriting to ensure that is not the reason for not meeting ARE in writing
Barriers to learning these priorities address	Reduced ARE in writing Accurate identification of gaps to move children on faster PA is preventing some children from making accelerated progress
Projected spending	Priority 1: £5514.72 (SLT time) Priority 2: £1200 (bought in assessments) Priority 3: £1588 (1% of TA time) <u>Total: £8302.72</u>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocating enough time to allow for staff professional development and mentoring.	Use of directed time, leader management time and twilights
Targeted support	Ensuring enough time for English Lead, Phonics Lead, Maths and curriculum Leads to coach staff .	Senior leaders/HLTA to release Leaders as needed following teaching and learning monitoring.
Wider strategies	Engaging those hard to reach families facing the most challenges.	Use of DSLs to support families and signpost to outside agencies as needed.

Review: last year's aims and outcomes

Aim	Outcome
Children making good progress in phonics/reading	Dec 21: Y2 Phonics data 88% of children passed the phonics screening (above National 2019 78%) Y3 children who did not pass the phonics test at the end of Y2 continue to have daily phonics teaching. 67% of Y1 children passed the phonics screening June of 2022. Daily phonics teaching continues in homogenous groups with progress accelerating. 82% of children in Y6 were at Expected+ at the end of Y6 70% of PP children in Y6 were at Expected+ at the end of Y6

Use of PUMA/PIRA to identify and address gaps and to plan for next steps in learning.	PIRA/PUMA assessments started with initial analysis used to inform next steps but for 22-23 we will use PIRA only and use the Maths Mastery end of term/half term assessments to support planning and teaching
Continue to provide mental health support counsellor to individually support those children struggling with emotional wellbeing.	Children's counsellor supported PP children's emotional well-being. Many of these children also receive pastoral support from the PIW. This will continue as part of the strategy across school.
Ensure all disadvantaged children have 97% attendance by swiftly addressing potential persistent absence.	Disadvantaged children's attendance remains a focus of the school. Core group of PP children whose attendance remains a concern. PIW chases daily and Trust Graduated Response is to be implemented in the Spring term.