

Pupil Premium Evaluation 2022-23

Context

Total on roll: 178 (in Reception and above)

No. of Ever 6 FSM Pupil Premium children: 57 (as of November 2022)

Pupil Premium Funding received: £83745

At Princecroft Primary School, between Reception and year 6, we currently have 57 children on roll who are in receipt of pupil premium consisting of 32% of the school. We are committed to providing an education that helps all children achieve the highest standards and prepares pupils for the future. We aim to encourage and develop every child's personality, talents and abilities to the full, and strong consideration is given to the allocation of resources to support this vision.

Pupil premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families; children in care and the children of armed service personnel. This year, schools will receive £1,385 per pupil who is from a disadvantaged family and £320 per service child. This report is focused on how we spend the funding on children from more disadvantaged families and a separate report details the spending on armed service personnel children

The purpose of the pupil premium is to raise achievement and aspirations of disadvantaged groups of children. The premium is intended to help schools to provide targeted support to improve the life chances of children from lower income families and young people who face additional challenges in their lives so that they can reach their full potential. The government has given schools discretion in how to best use the funding to meet the needs of their children.

The table below shows the distribution of our children who are in receipt of pupil premium in November 2022:

Year Group	Number of children in receipt of free school meals or pupil premium funding (November 2022)
The Hive nursery	4
Reception	6
Year 1	6
Year 2	11
Year 3	6
Year 4	13
Year 5	10
Year 6	5
Total	61

Barriers to educational achievement faced by pupils eligible for pupil premium funding

The school has identified the following barriers to educational achievement:

- A number of pupils, especially in KS2, still need to make accelerated progress in English and maths, or require targeted support in specific areas of learning to enable them to make progress
- Some pupils have social, emotional and mental health needs which can become a barrier to learning
- There are a number of families that require support at home so the children can be more successful in school
- A number of pupils are unable to engage in extra-curricular activities due to financial constraints of the family.

Planned Actions

- Continued deployment of Emotional Literacy Support Assistants (ELSAs) with a specific role in supporting vulnerable learners at playtimes and ensuring they settle quickly into the classroom after breaks.
- Continued employment of a family support worker to provide parental support and to work with vulnerable families.
- To provide financial support for all pupils to participate in educational trips, visits and extra-curricular activities.
- To allocate additional staff time to help pupil premium children catch up following their disrupted education during the Covid lockdowns.
- To enable teachers to tutor pupils to help them achieve their age-related expectations.
- To provide staff training to help close the gap between the attainment of pupil premium and non-pupil premium children including in writing and phonics.
- All new staff to receive Sounds-Write training so that children rapidly learn phonics and spelling to the expected standard.
- Teachers to visit outstanding schools across the country in communities with high numbers of children in receipt of pupil premium.
- Pupil progress meetings, book sampling, pupil conferencing and data analysis to carefully track the progress and attainment of vulnerable learners.

Planned spending in 2022-23 £83745

Item	Projected cost	Objectives/intended impact	Actual impact
Continued deployment of four Emotional Literacy Support Assistants (ELSA) with a specific role in supporting vulnerable learners at playtimes and ensuring they settle quickly into the classroom after breaks. ELSA supervision costs to be included.	£46,034	Minimal disruption to learning time for vulnerable learners. Removal of emotional barriers to allow learning to take place. Individual ELSA targets for children to be met.	The school continues to remain very calm and the support children receive in their ELSA sessions allows them to be successful in their lessons. There are always new cases, but many children have had their episodes of ELSA successfully closed due to the improvement in their self-regulation and emotional wellbeing.
Continued employment of a family support worker to provide parental support and to work with vulnerable families.	£8000	Better engagement with school from certain families. Support around behaviour and attitudes at home to improve attendance and learning behaviours. To improve parenting skills for some families.	The family support worker always has a significant caseload and has successfully supported many of our families. As a direct result, attendance for some of these families has improved as well as behaviour, relationships and emotional wellbeing. Many of our parents who

		Building positive relationships to allow children to succeed.	engage with her feel supported.
To provide financial support for all pupils to participate in educational trips, visits and extra-curricular activities. (e.g.Y5/6 residential, trips including to the Houses of Parliament)	£1140	For children to be included and not miss out due to financial constraints in the home. Exposure to the same opportunities as their non-pupil premium peers to increase confidence, enjoyment, knowledge and experiences.	Our '11 by 11' continues to be a commitment for all children and no child has missed out on any experiences due to cost. We will need to increase the allocation for future years as the number on roll rises and trips become more expensive.
To allocate additional staff time to help pupil premium children catch up following Covid lockdowns.	£8892	For additional time to be available to support the vulnerable learners in Y5/6 For these children to make accelerated progress.	The children in receipt of additional support made significant gains, with a number of children not on track to reach the expected standard, reaching it.
To enable teachers to have tutoring time to help children catch up.	School led tutoring grant Recovery Premium grant	No child will be left behind due to the time to ensure gaps are filled and pre-teach can prepare children for new learning. This is taught by the class teacher so there is continuity from the classroom.	Children in receipt of tutoring either made significant progress or were able to have gaps in knowledge filled in order to keep up with their class as a result. This was measured in our internal data tracking.
To provide staff training to help close the gap between the attainment of pupil premium and non-pupil premium children including in writing and phonics.	£2000	For all staff in classrooms to be trained to the same level in new initiatives so they can all support children effectively. For clear systems to be in place and quality teaching and learning follows as a result to ensure the attainment and progress of all children.	Staff training in behaviour management, cognitive load, Rosenshine's Principles in Action and dual coding have led to consistent approaches across the school. As a result, learning environments are calm and focussed.
All new staff to receive Sounds-Write training so that children rapidly learn phonics and spelling to the expected standard.	£4350	Children are on track with their phonics and spelling	New staff were trained and Sounds-Write is implemented effectively across the school with good outcomes as measured by the Young's spelling test (Y1-6) and the Phonics Screening Check.
Teachers to visit a range of outstanding schools around the country (e.g.St George's in Battersea, St Matthews in Birmingham)	£1500	Teachers gain new insights, knowledge and see best practice which will benefit all learners.	The staff team visited Research Ed in Birmingham which led to professional discussion and adjustments to practice.

<p>Pupil progress meetings, book sampling, pupil conferencing and data analysis to carefully track the progress and attainment of vulnerable learners.</p>	<p>£2829</p>	<p>Provide timely advice/next steps to support vulnerable learners.</p>	<p>6 meetings with teachers and additional, regular monitoring activity ensured an open dialogue around vulnerable learners, their provision mapping and next steps.</p>
<p>Use of Deputy Head to work alongside Y5/6 teachers in embedding good practice and ensuring the success of all children.</p> <p>DHT time to closely track and support other vulnerable learners across the school.</p>	<p>£9000</p>	<p>Pupil progress triangulation</p> <p>Monitoring</p> <p>Model teaching</p> <p>Sharing best practice</p>	<p>The DHT worked alongside the Y5 and 6 teachers to improve standards according to the areas of need in the class. An example of impact is the 'better than national' outcome of writing in Y6, which was originally predicted to be below.</p>
<p>TOTAL</p>	<p>£83745</p>		