

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Palmers Cross Primary School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	89 (38%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 2022 / 2023 2023 / 2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Mr D Nicholls
Pupil premium lead	Mr D Nicholls
Governor / Trustee lead	Mrs K Parsons (Chair of Governors) Mr D Nicholls (PP Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£13,857
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	£133,562
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Part A: Pupil premium strategy plan

Statement of intent

Palmers Cross Primary is an inclusive school and our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our main aim is that no pupil is left behind socially or academically due to disadvantage. We strive to have high expectations and focus on removing barriers to learning and achieving excellence.

Palmers Cross Pupil Premium Plan aims to address the main barriers our pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all our pupils the access and opportunities to achieve academic success.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our pupil's health and well-being to enable them to access learning at an appropriate level.

At Palmers Cross we aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	EYFS and KS1 phonics progress and attainment compared to National average.
2	Progress and attainment in reading across school
3	Progress in writing across key stage two
4	Attainment in maths at the end of key stage 2
5	Poor attendance rates for pupils eligible for PP with particular focus on boys.

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
To improve pupils phonics knowledge and understanding in order to raise the pass rate percentage in year 1 and 2 phonics tests.	<ul style="list-style-type: none"> • PP pupils to achieve pass rate mark for phonics tests. • PP pupils pass rate percentage to be inline if not better than National Average
To increase the percentage of pupils across school achieving expected standard for their year group in reading.	<ul style="list-style-type: none"> • PP pupils to make accelerated progress to achieve expected standard by the end of year. • PP pupil percentage for expected in reading will be inline if not better than all pupils compared to national averages.
Improve progress of pupils achieving expected standard in writing.	<ul style="list-style-type: none"> • PP pupil percentage for expected in writing will be inline if not better than all pupils compared to national averages. • PP pupils achieving expected standard at the end of key stage 2 will increase on previous year – 47% achieved expected standard (teacher assessed) to be inline if not above national average
To raise the attainment of pupils in maths to achieve expected standard by the end of key stage 2.	<ul style="list-style-type: none"> • PP pupils achieving expected standard at the end of key stage 2 will increase on previous year – 60% achieved expected standard (teacher assessed) to be inline if not above national average
Improve attendance levels	<ul style="list-style-type: none"> • PA rate for PP will be in line, or lower than national averages. • PP pupils will achieve, or exceed attendance percentages in line with national average. • Increased parental engagement demonstrated through meetings and home visits. • Attendance tracked on a daily basis and weekly meetings with EWO.

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: £ 102,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in each classroom. 6 x TAs £98,185 from PP budget (overall cost of £153,755)</p> <p>TA CPD programme in place.</p>	<p>EEF + 4</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. At Palmers Cross Primary, the teaching assistants are deployed to both support the teacher within the classroom environment, both with small groups/1:1 and to provide targeted intervention (including phonics), outside of the classroom.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Teaching assistants at Palmers Cross are undertaking a CPD programme to support teaching & learning. This includes observations of colleagues.</p>	<p>1,2,3 and 4</p>
<p>CPD will be delivered to all EYFS and KS1 staff, ensuring the delivery of Phonics is of a high standard. 3 x half day (£130 per half day release time for English leader)</p>	<p>EEF</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupil. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium.</p>	<p>1</p>

<p>Floppy phonics reading books purchased to ensure that PP pupils working below year 1 national curriculum have the appropriate resources. £2000</p>	<p>Quality, age appropriate and effective resources will ensure that pupils to be able to catch up their phonics skills by continuing their learning at home and provide clear progression in school.</p>	<p>1 / 2</p>
<p>CPD will be delivered to KS1 and KS2 staff to ensure that writing assessments are accurate for each end of unit. 3 x half day (£130 per half day release time for English leader)</p>	<p>EEF Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupil. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium.</p>	<p>3</p>
<p>Engaging texts and wider experiences will entice pupils into applying skills and more advanced vocabulary into their writing. £1500</p>	<p>Phase leaders working with class teachers and teaching assistants to ensure that cross-curricular writing is implemented through thematic topics.</p>	<p>3</p>
<p>CPD will be delivered to ensure that maths assessments are accurate and key ARE skills are being tracked. 2 x half day (£130 per half day release time for maths leader)</p>	<p>EEF Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupil. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium.</p>	<p>4</p>

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

Budgeted cost: £ 28,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke interventions in reading, writing and maths for PP pupils.</p> <p>Additional employment of HLTA (5 days a week intervention R, 1 and 2) £25,970</p>	<p>EEF +3</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving the outcomes for pupils.</p> <p>Year groups have identified specific pupils for each class with specific area of need. Weekly interventions will take place with smaller groups of pupils.</p>	<p>1 and 2</p>
<p>Booster club sessions for year 6 pupils in reading and maths.</p>	<p>EEF +3</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving the outcomes for pupils.</p> <p>Year 6 have identified specific pupils that would benefit from accessing further interventions in reading and maths to improve outcomes.</p>	<p>2, 4</p>
<p>12 pupils to receive 1:1 catch up provision from National Tutoring Programme (15 hours per child at £18 an hour = £270 per child x 12 children £3240. 75% funded by government – school cost = £810</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that there are 6 children across Years 2 & 3 who despite other interventions have not yet passed the Year 1 phonics check and may benefit from intervention in this manner.</p>	<p>2,3 and 4</p>

Books and revision guides provided to year 6 pupils. £300	Pupils supported with home learning and revision will have impact on end of key stage 2 results especially in maths.	2,3 and 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise PP off site visits for PP pupils, to ensure pupils experience a range of opportunities which they may not outside of the school day. £2000	Evidence indicates that if pupils are engaged with their learning then they will make more progress. Engaged with learning through the stimulus of a school trip will have a positive impact.	2,3,4,5
Provide breakfast for pupils to ensure they have a nutritious start to the school day. £1000	To encourage a positive start to the day and if pupils have breakfast then they are more prepared for the school day.	1-5
Behaviour Trust Lead to support children who are having difficulty accessing learning through links to SEMH issues. A variety of programmes being delivered to support individuals to manage their behaviour.	EEF +4 Social and Emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with and alongside their peers, teachers, family and the community.	2,3,4,5
Emotional and behavioural mentor supports pupils having difficulty accessing learning through links to SEMH issues. Programmes are tailored to support these pupils.	EEF +4 Social and Emotional learning interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with and alongside	2,3,4,5

<p>£8000 per annum</p> <p>Headteacher to undertake training as Senior Mental Health Lead (fully funded by government £1200)</p>	<p>their peers, teachers, family and the community.</p>	
<p>Ensure all identified PP pupils with poor attendance to school have access to key staff including Educational Welfare Officer and Attendance leader.</p> <p>EWO appointed to work one day a week to analyse attendance and contact low attenders.</p> <p>£2500</p>	<p>EFF +3</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> ➤ EWO to engage with target families and establish action plans/ EHAs. ➤ School to review procedures for unauthorised leave of absence. ➤ New quality rewards system designed to increase levels of attendance and expectation. ➤ HT and EWO to monitor attendance levels on a weekly basis – this includes targeted families. 	<p>5</p>
<p>Purchase Oxford Reading Owl home support for PP pupils across school.</p> <p>£300</p>	<p>Evidence indicates that pupils that read more frequently at home has a positive impact on progress and attainment.</p> <p>Children who become engaged in reading can make huge progress in their literacy development. Gov: teaching the foundations of literacy July 21.</p>	<p>2</p>

Total budgeted cost: £ 145,355

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.

Our internal teacher assessments during 2020/21 at Palmers Cross suggested that the performance of our disadvantaged pupils were impacted by Covid-19 which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils in many areas, and they were not able to benefit from our face to face pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as My Maths, Purple Mash and Oxford Reading Owl.

Overall attendance in 2020/21 was lower than in the preceding years at 95.5%, with disadvantaged pupils' attendance lower than their comparative non-PP group. At times of national lockdown, some disadvantaged pupils were invited to return to school but declined and continued to access remote learning from home this is partly why their attendance is lower.

Our teacher assessments and staff observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils where there may have been a lack of support at home due to a range of circumstances. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Review of outcomes – September 2022

To improve pupils phonics knowledge and understanding in order to raise the pass rate percentage in year 1 and 2 phonics tests.

100% (13 pupils) passed year one phonics screening

100% (11 pupils) passed year 2 phonics 4 of these pupils sat retake in summer 2022 and passed.

To increase the percentage of pupils across school achieving expected standard for their year group in reading.

On average 77% of our PP pupils achieved expected standard in reading by the end of July 2022.

Improve progress of pupils achieving expected standard in writing.

On average 61.5% of PP pupils achieved expected standard in writing by the end of July 2022

To raise the attainment of pupils in maths to achieve expected standard by the end of key stage 2.

70% (12/17) PP pupils achieved expected standard in maths by the end of key stage 2.

Improve attendance levels

	Autumn 21	Spring 22	Summer 22
PP	89.4%	91.8%	92.3%
Non-PP	94.6%	94.6%	96.1%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
X Table Rockstars	TT Rockstars
Purple Mash	2 Simple
My Maths	Oxford University Press
Oxford Reading Owl	Oxford University Press
1decision (PSHEe resource)	1decision LTD
Charanga	Charanga LTD

Further information (optional)

PP additional support offered during lockdown March 2020:

- Lunches & food parcels delivered
- Laptops provided for PP children to use at home
- Weekly phone calls to families to check pupils welfare
- Home learning packs were sent to families who had no access to online learning
- Food vouchers
- Childcare provision for most vulnerable / disadvantaged pupils