



Pupil premium strategy statement 2023-2024 - Priestsic Primary & Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	187 (47.2%) + 1 service child.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (year 3 of 3)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Sarah Stamp
Pupil premium lead	William Burke
Governor / Trustee lead	Ermine Benjamin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£272,240
Recovery premium funding allocation this academic year	£27,115
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£299,355

Part A: Pupil premium strategy plan

Statement of intent

STATEMENT OF INTENT

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Principles

- ✓ We ensure that teaching and learning opportunities that meet the needs of all the pupils
- ✓ We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✓ In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- ✓ We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils by providing additional targeted support for pupils to ensure they make rapid and sustained progress, catching up on lost learning caused by the impact of the COVID-19 whole school closures.

- ✓ For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving these objectives:

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- ✓ High quality CPD to ensure quality first teaching
 - ✓ 1-1 and small group tuition using the NTP
 - ✓ Targeted 1-1 and small group intervention to enable "catch-up" based on needs analysis
 - ✓ Behaviour, emotional and social support through our Priestsic Pastoral Package – FSW,
 - ✓ Onsite counselling services to support social, emotional and mental health need. (Casy Counselling)
 - ✓ Social and emotional learning to provide opportunities for resilience building, social interactions and emotional well-being ensuring children are ready to access learning.
 - ✓ Improving attendance through the use of an attendance officer
 - ✓ Subsidy for educational activities, experiences and residential visits ensuring children have first-hand experiences to increase their cultural capital and draw upon when learning back in the classroom.
 - ✓ Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Priestsic Values and thus enhance learning.
 - ✓ Use of the Reading ladies to increase reading miles for those children who do not read regularly at home.
- This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge											
1	Assessments, observations and discussions with pupils indicates that disadvantaged pupils' speech and language skills are very low on entry to Nursery. This slows their progress in many areas of learning into KS1 and beyond.											
2	A range of social and emotional issues heightened by Covid-19 and the subsequent extended school closures are hindering the progress of our PP children.											
3	<p>A widening of learning gaps in reading, writing and mathematics for pupil premium pupils as a result of the extended school closures caused by Covid-19.</p> <p>Internal school data summer 2023 shows</p> <table><tr><th>2022/23 end of year data.</th><th>% of non-disadvantaged pupils achieving ARE combined</th><th>% of disadvantaged pupils achieving ARE combined</th><th>GAP</th></tr><tr><td>1</td><td>60%</td><td>54%</td><td>6%</td></tr></table>				2022/23 end of year data.	% of non-disadvantaged pupils achieving ARE combined	% of disadvantaged pupils achieving ARE combined	GAP	1	60%	54%	6%
2022/23 end of year data.	% of non-disadvantaged pupils achieving ARE combined	% of disadvantaged pupils achieving ARE combined	GAP									
1	60%	54%	6%									

	2	53%	50%	3%
	3	55%	46%	9%
	4	47%	36%	11%
	5	44%	27%	17%
	6	64%	55%	9%
4	Disadvantaged pupils' attendance was 89.26% in 2022-2023. This reduces their school hours and can cause them to fall behind their peers. (Data measured from 2022-23 academic year)			
5	Disadvantaged pupils have limited experience and knowledge of their own community and the wider world. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers that is required to access the curriculum and achieve age related expectations.			

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
Improve oral language skills and vocabulary among disadvantaged pupils	Assessments and observations evidence significantly improved oral language among disadvantaged pupils. This is shown when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessments.
To achieve and sustain improved wellbeing for all our pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from October 2023 demonstrated by: -qualitative data from pupil voice, pupil and parent surveys and teacher observations -a significant reduction in the number of disruptive behaviour incidents logged on CPOMS -individual case study reports for identify pupils and their families.
Improve the combined attainment for disadvantaged pupils at the end of each key stage.	FS2, KS1 and KS2 combined outcomes in October 2023 show more than 60% of disadvantaged pupil met the expected standard. (In 2019 the national average for all pupils was 65% with an average gap of 2.91% for disadvantaged pupils)
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from October 2023 demonstrated by: Improved attendance and punctuality in targeted children to at least 95%.

	<p>Persistent absenteeism for PP pupils is reduced from the 2019 figure of 25.1% (measured from 2.9.20 – 14.2.20 due to COVID 19) to 16%.</p> <p>2021-22 It was 9.8% whole school</p> <p>40 pupils total</p> <p>24 pupil premium</p> <p>14.7% of PP children persistent</p>
To improve disadvantaged pupils' experience and knowledge of their own community and the wider world.	<p>Long term curriculum plans show planned opportunities for authentic experiences within the local community and wider world.</p> <p>Increase in comprehension skills evident by the percentage of pupils achieving ARE in reading are in line with national expectations by October 2023.</p> <p>Percentage of pupils achieving ARE in writing is in line with national expectations by October 2023.</p>

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: £82,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Professional Development – coaching programme</u></p> <p>Deputy Headteacher x 2 days per week</p> <p>Focus on improving the standard of quality first teaching through a programme of</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days. We are also part of the</p>	3

<p>coaching and support across KS2.</p> <p>£35,900</p>	<p>Southwell Minster Maths Hub and access CPD through the Flying High English Hub.</p>	
<p><u>Professional Development – coaching programme</u></p> <p>Deputy Headteacher x 1.5 days per week</p> <p>Focus on improving the standard of quality first teaching through a programme of coaching and support across KS1.</p> <p>£27,653</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during coaching sessions, staff meetings and INSET days. We are also part of the Southwell Minster Maths Hub and access CPD through the Flying High English Hub.</p>	3
<p><u>Supporting Great Teaching: National College Subscription</u></p> <p>£1495 for the year</p>	<p>All staff have access to high level CPD that is relevant to their individual needs. They will be able to access all webinars and courses remotely, anywhere, anytime, on any device.</p> <p>Teachers have a thorough understanding of the “Recovery” programme and can access a range of opportunities for professional development to help pupils make up for lost teaching time and reducing pupil attainment gaps.</p>	1,2,3
<p><u>Speech and Language TA 2.5 day per week.</u></p> <p>Use the Language Link assessment system to screen all children on entry to FS2 and establish bespoke SALT to improve communication and language skills through the use of the Nuffield Early Language principles.</p> <p>£17,237 – SALT TA</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>On entry to Reception, most children have low Language and Communication skills – 88% of disadvantaged children are working below age related expectations on entry to F2.</p> <p>57% of all pupils are in the 30-50/ 22-36 month age band on entry with 33% of disadvantaged children working significantly below in 8-20/16-26 or 22-36 month age band.</p> <p>Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 and KS2, children are</p>	1, 5

£350 – language link subscription. To screen all children on entry to F2 and ensure identified children are targeted for speech and language intervention.	unlikely to use talk to connect ideas and explain what is happening coherently. Despite making accelerated progress, 54% of disadvantaged pupils do not meet the required end of year ELG's. Communication and language skills is the biggest limiting factor. **Disadvantaged pupil achieving GLD was 46% in school which slightly outperformed the LA at 45%.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £82,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>1:1 Online tuition</u> To accelerate the progress of disadvantaged pupils in maths in Y6 by filling the gaps in their learning through an individual weekly tutor led IT session – 3rd Space Learning. £18,000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk) Following a year of Third Space Learning online tuition, the “headline” attainment measures at the end of KS2 shows 68% of our disadvantaged children achieved ARE in maths, outperforming the LA at 59% indicating that the intervention is successful in reducing that limiting factor for our disadvantaged children. Compare this to the “headline” attainment data at the end of 2019 which saw only 26% of our disadvantaged pupils achieve ARE in maths. We will continue to run the intervention in order to maintain the higher than local ARE outcomes in maths at the end of KS2.	3,5
<u>1:1 and small group support:</u> To accelerate the progress for the most vulnerable readers from FS2 to Year 2 through a	The 1:1 Teaching of reading is used across school to teach pupils to use strategies for developing and monitoring their reading comprehension using prediction, questioning, clarifying summarising and activating prior knowledge as recommended in the EEF guide to Improving Literacy at KS1. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 3

<p>daily reading programme for those children who do not get the opportunity to read at home.</p> <p>Classroom assistance to provide 1:1 reading support to increase reading fluency, decoding skills and comprehension skills.</p> <p>£52,005</p>	<p>The percentage of disadvantaged children who achieved ARE in reading has fell considerably when compared to the 2019 end of KS1 data.</p> <p>In 2019 75% of disadvantaged children achieved ARE which was above the LA at 55%. In 2021 the percentage of disadvantaged children achieving ARE at the end of KS1 has fell by 38% to 37% which is well below LA and the 2019 school data.</p> <p>Summer 2021 in school data shows that the percentage of disadvantaged children achieving ARE across FS2-Yr2 in reading is:</p> <p>FS2 – 50%</p> <p>Year 1 – 54%</p> <p>Year 2 – 62%</p>																	
<p><u>Phonics lead</u></p> <p>£12,285</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Support:</p> <p>The “headline” attainment measure at end of EYFS identifies that despite making accelerated progress, 50% of disadvantaged pupils do not meet the required end of year ELG’s. Communication and language skills is the biggest limiting factor.</p> <table><tr><td>% of DP pupils achieving ARE end of KS1</td><td>2019</td><td>2021</td><td>2022</td></tr><tr><td>Reading</td><td>75</td><td>37.5</td><td>63%</td></tr><tr><td>Writing</td><td>60</td><td>37.5</td><td>48%</td></tr><tr><td>Maths</td><td>60</td><td>37.5</td><td>63%</td></tr></table>	% of DP pupils achieving ARE end of KS1	2019	2021	2022	Reading	75	37.5	63%	Writing	60	37.5	48%	Maths	60	37.5	63%	1, 3
% of DP pupils achieving ARE end of KS1	2019	2021	2022															
Reading	75	37.5	63%															
Writing	60	37.5	48%															
Maths	60	37.5	63%															

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

Budgeted cost: £136,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Behaviour, social and emotional support:</u>	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	2,4,5

<p>Family Support Worker: To support the most socially and emotionally vulnerable PP pupils by giving them opportunities to talk, to understand and make sense of different situations.</p> <p>Availability of nurturing and resilience building activities in 1:1 or small groups.</p> <p>To offer targeted PP pupils support in self-regulation and emotional well-being in small groups or 1:1</p> <p>Family support work with identified vulnerable families – in school early help offer – prevention and early signposting to specialist support.</p> <p>£37,033</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	
<p><u>Pastoral provision</u></p> <p>Support for some of our most vulnerable children enabling them to access school and the curriculum.</p> <p>£37,484</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>2, 5</p>
<p><u>Improving Attendance:</u></p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>

<p>Attendance office to be employed for 3 days per week to monitor persistent absence and late arrivals.</p> <p>Structured conversations to be used to engage parents.</p> <p>First day response by attendance officer.</p> <p>£17,739</p>		
<p><u>Improving social, emotional and mental health:</u></p> <p>Casey counselling sessions 3 whole day per week = 15 sessions. Cost to include a CPD session for staff to provide an insight into the counselling strategies that maybe used.</p> <p>£27,000</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	2,4
<p><u>Providing experiences:</u></p> <p>Curriculum enrichment subsidy. £9000</p> <p>Residential experiences £6000</p> <p>Total £15,000</p>	<p>Learning supported by trips that are planned carefully to enhance the school's curriculum.</p> <p>Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities, allowing them to produce quality final products, particularly in writing.</p> <p>Raised aspiration and cultural capital.</p>	2,4,5

<p><u>Little Wandle phonics</u></p> <p>Support with Little Wandle phonics program to enable PP children to read.</p> <p>£1000</p>	<p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3, 5
<p><u>Breakfast club</u></p> <p>Support for children enabling them to access a nutritious breakfast.</p> <p>£1000</p>	<p>Evidence suggests running a breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	2, 5

Total budgeted cost: £301,181

Part B: Review of the previous academic year



Outcomes for disadvantaged pupils

Pupil premium report 2022/2023

Summary of actions and data outcomes for pupil premium and non-pupil premium children for 2023/23, also comparing 2021-22 data to identify areas where the pupil premium divide has improved or worsened.

EYFS

In 2022-2023:

- 50% of all children obtained a good level of development.
- 50% of pupil premium children obtained a good level of development.
- There was a decrease of 22.4% of all pupils obtaining a good level of development from the previous year.
- There was a decrease of 3.3% of pupil premium pupils obtaining a good level of development.
- Whilst there was a considerable drop from the previous year, the drop for pupil premium was much less.

In 2021-2022

- 72.4% of all children obtained a good level of development.
- 53.3% of pupil premium children obtained a good level of development.

Phonics

Year 1

In 2022-23:

- 69% of all pupils met the required standard in phonics by the end of year 1.
- 61.5% of pupil premium pupils met the required standard in phonics by the end of year 1.
- There was a gap between pupil premium and no pupil premium of 8.5%

In 2021-22

- 66.7% of all pupils met the required standard in phonics by the end of year 1.
- 59.1% of pupil premium pupils met the required standard by the end of year 1.

There was an improvement of 1.4% for pupil premium children in 2022-23 compared to 2021-22. The gap between pupil premium and non-pupil premium increased from 7.6% to 8.5%

Year 2 re-check

In 2022-23

- 20 Pupils took part in the phonics re-check

- 45% of all these pupils passed the recheck.
- 45.5% of pupil premium children passed the recheck.
- Pupil premium children outperformed non pupil premium by 0.5%

In 2021-22

- 45.5% of all pupils passed the recheck.
- 44.4% of pupil premium children passed the recheck.

There was an improvement of 1.1% for pupil premium children in 2023-23 compared to 2021-22. The gap between pupil premium and non-pupil premium children decreased from 1.1% to 0.5%

All pupils at end of year 2

In 2022-23

- 81.7% of all children had passed the phonics screening.
- 79.3% of pupil premium children passed the phonics screening.
- Non pupil premium children outperformed pupil premium children by 2.4%

In 2021-22

- 88.7% of all pupils had passed the phonics screening.
- 81.5% of pupil premium children passed the phonics screening.

Pupil premium children in 2021-22 outperformed 2022-23 by 2.2%. The gap between pupil premium and non-pupil premium improved from 7.2% in 2021-22 to 2.4% in 2022-23

End of KS1 outcomes.

Reading

In 2022-23

- 63.5% of all pupils met the expected standard or above for reading.
- 65.5% of pupil premium students met the expected standard or above for reading.
- Pupil premium children outperformed non pupil premium children by 2%

In 2021-22

- 65.4% of all pupils met the expected standard or above for reading.
- 61.5% of pupil premium students met the expected standard or above for reading.

Pupil premium children in 2022-23 outperformed 2021-22 by 4%. The gap between pupil premium and non-pupil premium improved from 3.9% to pupil premium out performing non pupil premium children by 2%.

Writing

In 2022-23

- 53.3% of all pupils met the expected standard or above for Writing.
- 51.7% of pupil premiums students met the expected standard or above for writing.

- Non pupil premium children outperformed pupil premium by 1.6%

In 2021-22

- 51.9% of all pupils met the expected standard or above for Writing.
- 50% of pupil premium students met the expected standard or above for writing.

Pupil premium children in 2022-23 outperformed 2021-22 by 1.7%. The gap between pupil premium and non-pupil premium improved from 1.9% in 2021-22 to 1.6% in 2022-23.

Maths

In 2022-23

- 71.7% of all pupils met the expected standard or above for maths.
- 69% of all pupil premium students met the expected standard or above for maths.
- Non pupil premium children outperformed pupil premium by 2.7%

In 2021-22

- 69.2% of all pupils met the expected standard or above for maths.
- 61.5% of all pupil premium students met the expected standard or above for maths.

Pupil premium children in 2022-23 outperformed 2021-22 by 7.5%. The gap between pupil premium and non-pupil premium improved from 7.7% in 2021-22 to 2.7% in 2022-23.

Historical comparison

1:1 and small group tuition is clearly having a positive impact in reading, writing and maths for our KS1 pupils. The gap between pupil premium and non pupil premium is small for maths and writing, with pupil premium children outperforming non pupil premium for reading.

End of KS2 outcomes

GPS

In 2022-23

- 62.7% of all pupils met the expected standard or above for GPS.
- 64.5% of pupil premium students met the expected standard or above for GPS.
- Pupil premium children outperformed non-pupil premium children by 1.8%

In 2021-22

- 62.9% of all pupils met the expected standard or above for GPS.
- 50% of pupil premium students met the expected standard or above for GPS.

Pupil premium children in 2022-23 outperformed 2021-22 by 14.5%. The gap between pupil premium and non-pupil premium improved from 12.9% in 2021-22 to 1.8% better than non-pupil premium in 2022-23.

Reading

In 2022-23

- 52.5% of all pupils met the expected standard or above for reading
- 48.4% of pupil premium students met the expected standard or above for reading.
- Non pupil premium children outperformed pupil premium children by 4.1%

In 2021-22

- 62.9% of all pupils met the expected standard or above for GPS.
- 54.2% of pupil premium students met the expected standard or above for GPS.

Pupil premium children in 2021-22 outperformed 2022-23 by 5.8%. The gap between pupil premium and non-pupil premium improved from 8.7% in 2021-22 to 4.1% in 2022-23.

Maths

In 2022-23

- 74.6% of all pupils met the expected standard or above for maths
- 71% of pupil premium students met the expected standard or above for maths
- Non pupil premium children outperformed pupil premium children by 3.6%

2021-22

- 71% of all pupils met the expected standard or above for GPS.
- 62.5% of pupil premium students met the expected standard or above for GPS.

Pupil premium children in 2022-23 outperformed 2021-22 by 8.5%. The gap between pupil premium and non-pupil premium improved from 8.5% in 2021-22 to 3.6% in 2022-23.

Writing

In 2022-23

- 67.8% of all pupils met the expected standard or above for writing
- 64.5% of pupil premium children met the expected standard or above for writing
- Non pupil premium children outperformed pupil premium children by 3.3%

In 2021-22

- 72.6% of all pupils met the expected standard or above for GPS.
- 62.5% of pupil premium students met the expected standard or above for GPS.

Pupil premium children in 2022-23 outperformed 2021-22 by 2%. The gap between pupil premium and non-pupil premium improved from 10.1% in 2021-22 to 3.3% in 2022-23.

Reading, writing & maths (combined)

In 2022-23

- 44.1% of all pupils met the expected standard or above for reading, writing & maths combined.
- 38.7 of pupil premium students met the expected standard or above for reading, writing & maths combined.

- Non pupil premium children outperformed pupil premium by 5.4%

In 2021-22

- 58.1% of all pupils met the expected standard or above for GPS.
- 50% of pupil premium students met the expected standard or above for GPS.

Pupil premium children in 2021-22 outperformed 2022-23 by 11.3%. The gap between pupil premium and non-pupil premium improved from 8.1% in 2021-22 to 5.4% in 2022-23.

CASY counselling

- In total, 60 children were seen by CASY counselling.
- Children on average demonstrated a 14% increase in feelings of wellbeing through self assessment.

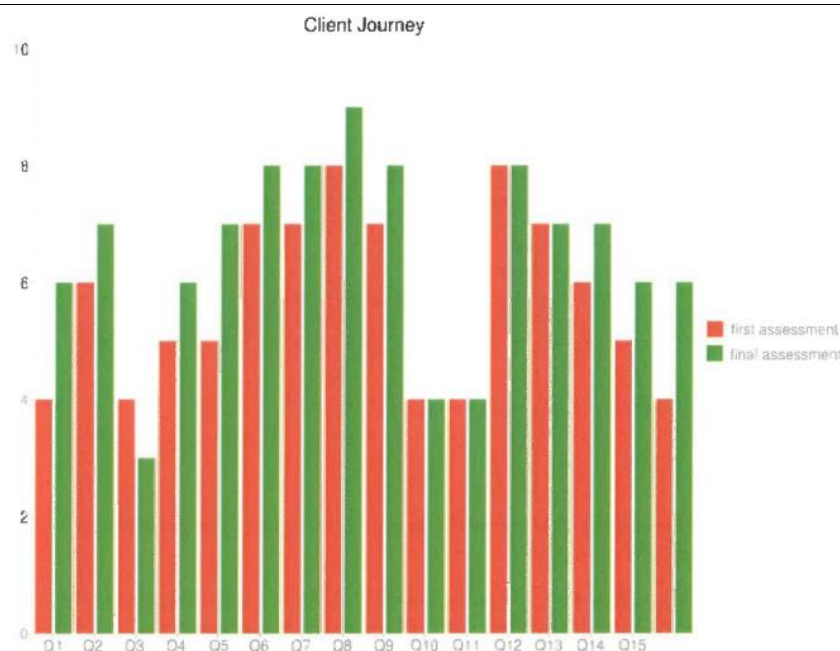
	Hours
Attended	342
Dead Sessions	9
Cancelled	6
DNA	6
Drop-in Session	30
Hours to end of contract	177
Total	570

Client Information

Gender	No's
Female	30
Male	29
Not Stated	1
TOTAL CLIENTS SEEN	60

Presenting Issues

	No's
Anxiety	16
Behaviour Problems	15
Anger	9
Family Breakdown	7
Depression/Low Mood	5
Low Self-Esteem/Low Confidence	5
Family Relationships	3
Peer Relationships	3
ADHD	2
Affected by another's illness	1
Bereavement	1
Domestic Abuse	1
Stress	1



Feelings score: Throughout the course of the counselling sessions there has been a combined increase of 14% in feelings of wellbeing through self-assessment.

Family-support worker

In 2022-23, 77 children were directly supported by the school's family support worker. Of that 77, 52 children were pupil premium. This was 67.5% of all pupils and families seen, compared to a whole school pupil premium percentage of 40.85%, showing that the need for our pupil premium families was far greater compared to the total number on roll.

Attendance

Attendance for pupil premium children was lower across the entire year for pupil premium. Attendance for whole school and pupil premium did increase over the year.

	Whole school attendance	Pupil premium attendance	PP/Non PP gap
Autumn	89.6%	88.4%	1.2%
Spring	90.8%	88.8%	2%
Summer	91.8%	90.6%	1.2%

Persistent attendance for 2022-23 improved over the course of the year. For the Autumn term it was 37%. For the Spring term, it improved to 31% and for the Summer term 23%. In the Autumn term, 63 children were persistently absent who were Pupil Premium. For Spring term, this lowered to 61 children. For the Summer term, this lowered again to 30 children.

	Number of children whole school who were persistently absent	Number of pupil premium children persistently absent per term	Percentage of PP children
Autumn	150	63	42%
Spring	127	61	48%
Summer	103	30	29%

Patron of reading.

- Cost of £2000 for 6, 1 day visits.
- Year 3/4 had 3 days
- Year 5/6 had 3 days.
- Pupil voice
 - Enjoyed the day but didn't learn anything
 - Like Gareth but it doesn't make me want to read anymore.
 - Find his books boring.
 - All he does is want to sell us his books.
- It was decided due to poor reading data, and children feeling it was not helping their love of reading to not renew for 2023-24 and to investigate other schools and how they increase their children's love and engagement with reading.

Dare

- Cost of £800 per year.
- Following discussions with staff and financial implications, it was decided that lessons would be ran by school staff. This would remove the financial burden whilst allowing staff to better tailor sessions to cohorts and needs that the children of Priestsic experience.

Forest schools

It was decided that Forest schools would stop after Christmas. The reasoning for this was due to the number of staff that were needed to enable the children to attend, the transport costs and the relatively low number of children who were able to attend in comparison to the cost involved. Moving forward, the recently developed garden area will be used in a similar capacity moving forward at a much-reduced cost.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Third Space Maths Programme	NTP
Forest School Provision	Bagthorpe Primary School
Tuition in KS1	NTP
Phonics intervention	Little Wandle