

Pupil premium strategy statement 2022-23

School overview

Metric	Data
School name	Paisley Primary School
Pupils in school	314 F/T 337 with P/T
Proportion of disadvantaged pupils	37 %
Pupil premium allocation this academic year	£181, 752
Academic year or years covered by statement	2022-2023
Publish date	23-09-22
Review date	September 2023
Statement authorised by	Jack Danson
Pupil premium lead	Allison Hayward
Governor lead	Josie Speck

Disadvantaged pupil progress scores for last academic year (2021-2022)

Measure	Score
Reading	-4.3
Writing	+4.1
Maths	-6.1

Strategy aims for disadvantaged pupils – assessment data for 2021-22

Measure	Score
Meeting expected standard at KS2 (Reading)	53%
Achieving high standard at KS2 (Reading)	0%
Meeting expected standard at KS2 (Writing)	61%
Achieving high standard at KS2 (Writing)	0%
Meeting expected standard at KS2 (Maths)	35%
Achieving high standard at KS2 (Maths)	0%
Measure	Activity
Quality First Teaching	Employ 2 X extra teachers to facilitate extra maths and literacy sets allowing for higher quality teaching to smaller classes. Teacher to focus on bottom 20% and pupils targeted for greater depth. This will also release AHT to facilitate interventions for pupils.

CPD	Provide quality CPD for teaching staff to ensure high quality teaching across the school.
Barriers to learning these priorities address	Motivation to learn, confidence, independence and resilience. High impact of covid on families with lower income.
Projected spending	£80,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To improve rates of progress so that the school achieves at least in line with national expectations.	Sept 23
Progress in Writing	To improve rates of progress so that the school achieves at least in line with national expectations.	Sept 23
Progress in Mathematics	To improve rates of progress so that the school achieves at least in line with national expectations,	Sept 23
Phonics	To continue to improve rates of progress in phonics so that the school exceeds national standards.	Sept 23
Other	<p>To improve rates of attendance so that the school is at least in line with the local authority average.</p> <p>To improve rates of attendance to ensure that children at risk of PA are quickly reduced.</p> <p>To implement a strategy to engage with families to improve rates of attendance among vulnerable families.</p>	Sept 23

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To ensure targeted intervention and catch-up in early reading to ensure that all children are able to read with confidence.</p> <p>To implement a rigorous programme of phonics CPD for staff to ensure that teaching is of a high-quality and precisely matched to need</p>
Priority 2	To implement additional teaching sets in reading, writing and maths to reduce teaching ratios and improve rates of progress for disadvantaged pupils.

Priority 3	<p>To implement a new whole-school reading spine to ensure that all children have access to a range of progressively complex material.</p> <p>To improve the quality and access to in-school library provision to ensure children develop positive attitudes to reading and literature.</p> <p>To increase motivation for reading through the Paisley Book Vending Machine initiative and reading trees.</p>
Barriers to learning these priorities address	<p>Language barriers in the home.</p> <p>Motivation to learning at home.</p> <p>Engagement with hard to reach families</p>
Projected spending	£70,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To implement the Opal Play initiative to quickly improve the behaviour and attitudes of pupils at unstructured times.</p> <p>To implement a new behaviour curriculum to ensure that all pupils feel happy, safe and valued in school and are able to accommodate to others respectfully on a daily basis.</p>
Priority 2	To implement a wide range of extra curricular provision that is inclusive of all pupils.
Priority 3	To ensure children have access to a wide range of extra curricular visits and experiences, in partnership with Hull Children's University.
Priority 4	To implement a weekly parent workshop for EAL families to improve home literacy and support for learning at home.
Barriers to learning these priorities address	<p>Language barriers in the home.</p> <p>Motivation to learning at home.</p> <p>Engagement with hard to reach families</p>
Projected spending	£48,150

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring sufficient time is given over to allow for staff professional development.	Use of INSET days/evenings. Co-ordinating subject leadership to ensure opportunities for rigorous monitoring and support/ follow-up activities
Targeted support	Ensuring the capacity for a rigorous timetable of intervention and catch-up sessions.	SENDCO, in conjunction with SLT colleagues to plan for and action interventions across the school.
Wider strategies	Engagement with hard-to-reach families re attendance and parental engagement	Strong multi-agency working

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<p>Attainment and progress in reading was poor, particularly at KS2</p> <p>New leadership, rigorous monitoring and support activities and effective CPD will quickly improve rates of progress and attainment.</p> <p>For reading, a new whole-school reading spine of progressively complex texts has been implemented. In addition to this, two brand new school libraries have been set up to ensure children have access to a range of high quality literature and that they develop positive attitudes to reading for pleasure at home and at school.</p> <p>For writing, the Talk 4 Writing approach is being implemented to ensure that our pupils develop strong oracy skills and the ability to use and manipulate language effectively in an engaging way.</p>
Progress in Mathematics	<p>Attainment and progress in maths was poor, particularly at KS2</p> <p>New leadership, rigorous monitoring and support activities and effective CPD will quickly improve rates of progress and</p>

	attainment. For maths, a new whole-school lesson structure will be implemented to ensure maximum use of lesson time.
Phonics	<p>Rates of progress in phonics have improved and the school was 3% above national expectations in the Y1 phonics screening check.</p> <p>Dedicated time (weekly) for phonics CPD and rigorous programme of 1:1 catch-up and personalised tutoring have been implemented to ensure that no children fall behind – in the EYFS, Y1 and Y2.</p>