# Pupil premium strategy statement 2023-24

## School overview

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| **Metric** | **Data** |
| School name | Paisley Primary School |
| Pupils in school | 322 F/T 31 P/T |
| Proportion of disadvantaged pupils | 36 % |
| Pupil premium allocation this academic year | £ 170,190 |
| Academic year or years covered by statement | 2023 - 2024 |
| Publish date | 4th September 2023 |
| Review date | September 2024 |
| Statement authorised by | Jack Danson |
| Pupil premium lead | Jack Danson |
| Governor lead | Josie Speck |

## Disadvantaged pupil progress scores for last academic year (2022-2023)

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| **Measure** | **Score** |
| Reading | tbc |
| Writing | tbc |
| Maths | tbc |

## Strategy aims for disadvantaged pupils – assessment data for 2022-23

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| **Measure** | **Score** |
| Meeting expected standard at KS2 (Reading) | 50% |
| Achieving high standard at KS2 (Reading) | 39% |
| Meeting expected standard at KS2 (Writing) | 59% |
| Achieving high standard at KS2 (Writing) | 57% |
| Meeting expected standard at KS2 (Maths) | 48% |
| Achieving high standard at KS2 (Maths) | 43% |

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| **Measure** | **Activity** |
| Quality First Teaching | In KS2, the creation of an additional class to facilitate extra maths and literacy groups allowing for higher quality teaching to smaller classes. Teacher to focus on bottom 20% of learners and disadvantaged pupils. |
| Quality First Teaching | To implement and embed the RWInc phonics programme to ensure all children develop phonics knowledge quickly and are therefore able to access the full curriculum with secure reading knowledge and skills. |
| Quality First Teaching | To implement the Talk 4 Writing approach in all phases to promote oracy skills, high engagement with writing and to rapidly improve standards of written communication and vocabulary. |
| CPD | Provide quality CPD for teaching staff to ensure high quality teaching across the school, focusing primarily on meeting the needs of all SEND pupils, ensuring accurate and timely assessment procedures and the implementation of an ambitious curriculum. |
| Barriers to learning these priorities address | Motivation to learn, confidence, independence and resilience.  High impact of covid on families with lower income. Safeguarding concerns within the home, including a high proportion of pupils with open social care plans due to significant concerns/challenges within the home. |
| Projected spending | £87,550 |

## Teaching priorities for current academic year

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| **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 24 |
| Progress in Writing | To improve rates of progress so that the school achieves at least in line with national expectations. | Sept 24 |
| Progress in Mathematics | To improve rates of progress so that the school achieves at least in line with national expectations, | Sept 24 |
| Phonics | To continue to improve rates of progress in phonics so that the school exceeds national standards. | Sept 24 |
| Other | To improve rates of attendance so that the school is at least in line with the local authority average.  To improve rates of attendance to ensure that children at risk of PA are quickly reduced.  To implement a strategy to engage with families to improve rates of attendance among vulnerable families. | Sept 24 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | To ensure targeted intervention and catch-up in early reading and phonics to ensure that all children are able to read with confidence.  To implement a weekly programme of phonics CPD for staff to ensure that teaching is of a high-quality and precisely matched to need |
| Priority 2 | To implement additional teaching sets in reading, writing and maths in UKS2 to reduce teaching ratios and improve rates of progress, especially for SEND and disadvantaged pupils. |
| Priority 3 | To implement a second cycle of a new whole-school reading spine to ensure that all children have access to a range of progressively complex and engaging reading materials.  To implement a daily reading fluency initiative to ensure that all pupils receive high-quality instruction in reading fluency and are able to practice reading daily, developing automaticity and confidence.  To continue to improve the quality and access to in-school library provision to ensure children develop positive attitudes to reading and literature.  To increase motivation for reading through the Paisley Book Vending Machine initiative, Book Club and reading trees. |
| Priority 4 | To embed daily maths fluency tasks, across all phases to ensure pupils develop speed and automaticity in numbers.  To implement a programme to teach and secure timetables knowledge through to Year 4. |
| Barriers to learning these priorities address | Language barriers in the home.  Motivation to learning at home.  Engagement with hard to reach families  Additional needs of some parents/carers |
| Projected spending | £36,525 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | To continue to develop the Opal Play initiative to further improve the behaviour and attitudes of pupils, especially at unstructured times.  To embed and further develop a new behaviour curriculum to ensure that all pupils feel happy, safe and valued in school. This includes developing house team communities further.  To implement the Thrive curriculum to provide targeted support for groups of pupils with social, emotional and mental health needs through timely and rigorous assessment. |
| Priority 2 | To implement a wide range of extra-curricular provision that is inclusive of all pupils. |
| Priority 3 | Through a termly schedule, to ensure children have access to a wide range of exciting extra-curricular visits and experiences, in partnership with Hull Children’s University. |
| Priority 4 | To employ a dedicated EAL teaching assistant to deliver early English acquisition sessions for New to English pupils, including those of refugee status or vulnerable overseas transfer.  To implement a weekly parent workshop for EAL families to improve home literacy and support for learning at home. |
| Priority 5 | To implement a daily walking bus to ensure as many pupils as possible arrive on time for school every day.  To work in close partnership with the EWO service, through a graduated approach, to provide timely intervention for families in need (punctuality).  To incentivise attendance through a weekly and termly rewards programme. |
| Barriers to learning these priorities address | Language barriers in the home.  Motivation to learning at home.  Engagement with hard to reach families |
| Projected spending | £46, 415 |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| 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  Experienced safeguarding team |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Progress in Reading and Writing | Despite rapid in year progress, attainment and progress in reading was poor, particularly at the end of KS2  New leadership team, rigorous monitoring activities and effective CPD hope to quicky improve rates of progress and attainment.  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.  For writing, the Talk 4 Writing approach is being embedded to ensure that our pupils develop strong oracy skills and the ability to use and manipulate language effectively in an engaging way. Introduction of purple polish pens to improve proof-reading and basic skills. |
| Progress in Mathematics | Despite rapid in year progress, attainment and progress in maths was poor, particularly at KS2  New leadership, rigorous monitoring and support activities and effective CPD will quicky improve rates of progress and attainment. For maths, a new whole-school lesson structure will be embedded to ensure maximum use of lesson time.  Daily maths fluency activities during soft start (whole school) |
| Phonics | Rates of progress in phonics have improved and the school was 2% above national expectations in the Y1 phonics screening check.  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. |