



Pupil Premium  
Expenditure  
Projection 2020-2023

# Palace Wood Pupil Premium Strategy 2020-23

## BACKGROUND INFORMATION

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups. Schools receive Pupil Premium funding for:

- children who have been eligible for free school meals at any point in the last 6 years
- children who are looked after (they are in Local Authority Care)
- children adopted from care and children who have left care under a Special Guardianship or Residence Order
- children recorded as 'ever 4' service child or are in receipt of a child pension from the ministry of defence
- The government awards this funding to help raise achievement for these children. National data shows that as a group, children in these groups have consistently lower educational achievement than those who are not in these groups.
- It is up to local schools to decide how the Pupil Premium is spent, but this funding should be used to support these children.

All schools are required to publish, on their websites, what funding they have received and how the money is being used. More information about Pupil Premium can be found on the following government web site:

[Pupil premium: conditions of grant 2021 to 2022 for local authorities - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities)

## How Palace Wood uses Pupil Premium

Research shows that children from all backgrounds are entitled to Quality First Teaching in all aspects of the curriculum and this has the biggest impact on their learning. It is important that all staff know what constitutes Quality First Teaching.

The EEF (Education Endowment Fund) highlighted the following: 'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.' At Palace Wood, we empower our staff to lead their own research projects within our School Improvement plan with the primary aim to focus on the improvement of education for our children and closing the gap for our disadvantaged pupils. Working in partnership with not only colleagues within school but also with those in other settings to inform our decision-making to improving education for all.

Alongside this, our school improvement plans identify the need to develop our curriculum for all. We have divided this document into 5 key areas

- Quality of Education
  - Leadership and Management
  - Behaviour and Attitude
  - Personal Development
  - Early Years Foundation Stage

This document links directly to our school plan to show how we spend the allocated money to improve learning for all and in particular our pupil premium children.

In the Sutton Trust 2018 document Potential for Success it states, 'Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.' At Palace Wood we aim to provide all pupils with a range of extra-curricular opportunities to enrich their lives in many ways.

# Pupil premium strategy statement – Palace Wood Primary School



1. Summary information					
<b>School</b>	Palace Wood Primary School				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£99,530	<b>Date of most recent PP Review</b>	December 2021
<b>Total number of pupils</b>	416	<b>Number of pupils eligible for PP</b>	75	<b>Date for next internal review of this strategy</b>	Yearly April

2. COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	42	56%
Girls	33	44%
SEN support	15	20%
EHC plan	1	1.3%
EAL	8	10.7%

3. Attainment 2019			
	<i>School non PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
<b>% achieving the expected standard in combined reading, writing and maths</b>	74.5%	11.1%	65%
<b>% achieving the expected standard in reading</b>	84.3%	44.4%	73%
<b>% achieving the expected standard in writing</b>	86.3%	33.3%	78%
<b>% achieving the expected standard in maths</b>	88.2%	55.6%	79%
<b>% achieving the expected standard in GPS</b>	86.3%	33.3%	78%

Progress measure in reading			1.2
Progress measure in writing			1.3
Progress measure in maths			2.6

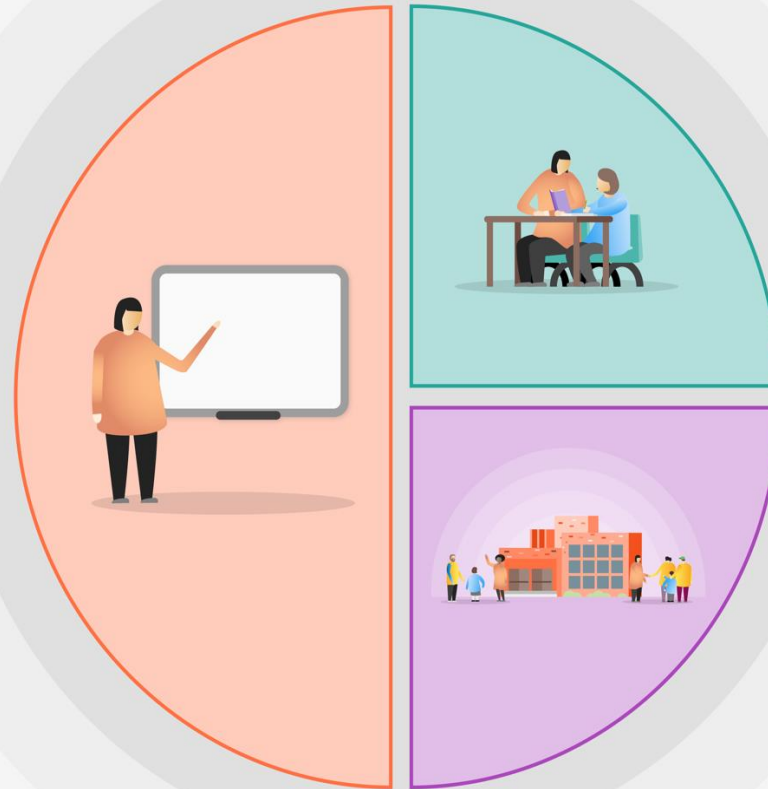


# Palace Wood Primary School



## 1 Teaching

- Focus on what quality teaching is for all
- A broad and balanced curriculum
- Research based evidence enquiry for professional development to improve teaching and learning
- Development of leadership through available qualifications
- Use of Teaching Schools Partnership
- Personalised curriculum design
- High Quality and differentiated CPD for all staff including weekly CPD Newsletter
- Use of subject specialists for French  
Regular low stakes quizzes ensures gaps are identified and closed.
- Further development of Whole school Reading programme
- Collaborative planning sessions for year groups ensures consistency for all pupils
- Assessment tools available but implemented and used for tracking purposes when the class teacher deems necessary.
- Feedback strategies that are proven to have a high impact on learning.



## 2 Targeted academic support

- Funding of play therapist for those that require the intervention
- Funded EP to support staff with strategies
- Funded TA support for small group work if identified as a need.
- Provision available for homework support

## 3 Wider strategies

- Funded Breakfast clubs to improve attendance
- Part funded Attendance Team (FLO) to help support parents and reduce absence
- Financial Support for education visits / workshops
- Provision for uniform (linked with Friends) and stationery for all

**NOTE: COVID-19 priorities. See School development plan concerning the priorities identified. These have been woven into our SDP and there our PP Strategy**

#### **4. School Improvement Plan Summary (Long Term Plan- links highlighted)**

##### **1- Inspirational Learning**

- 1.1 Embed, develop and review our ambitious curriculum and relevant curriculum
- 1.2 Develop towards a blended reading curriculum which is text driven
- 1.3 Continue to develop a feedback framework which outlines the key principles of feedback and how it impacts on children

##### **2- Distinctive Learning**

- 2.1 Re-establish the Behaviour Policy, including updated COVID routines and expectations with pupils, staff and parents.
- 2.2 For Zones of Regulation to be embedded and part of the class routine.
- 2.3 Create a tiered support approach for all learners following the reopening of school post-COVID lockdown

##### **3- Lifelong Learning**

- 3.1 Develop a research culture within the staff and use this to improve pedagogical understanding.
- 3.2 Develop teachers' subject knowledge to enhance curriculum development.
- 3.3 Ensure CPD supports school needs – specific focus on curriculum and the way that it is taught

##### **4- Collaborative Learning**

- 4.1 Ensure the curriculum is still offering purposeful wider opportunities both for enhancement within school and displaying pupils' work to parents/the wider community.
- 4.2 Engage the collaboration between classes, and use this to create additional opportunities for the children
- 4.3 Develop a wide range of COVID safe extended opportunities outside the classroom and within the local community to enhance pupils' and the community's lives.

##### **5- Early Years Foundation Stage**

- 5.1 Embed a language rich environment to support children's development
- 5.2 Develop writing so that outcomes for writing are closer to other areas of learning.
- 5.3 Develop Child Initiated Play to raise expectations for outcomes for children.



## PRIORITY 1 TEACHING : HIGH QUALITY AND DIFFERENTIATED CPD

Member of staff responsible: Serpin Childs

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. INSET days planned CPD to improve teaching for all	INSET days are carefully planned to match the needs of individuals or groups of staff	SLT	1 <sup>st</sup> & 2 <sup>nd</sup> September 23 <sup>rd</sup> October 4 <sup>th</sup> January 7 <sup>th</sup> June		Positive impact on children progress in all relevant subject areas	Staff will have improve pedagogy and this will in turn have a positive impact on teaching
2. Differentiated Professional learning meetings	Professional learning meetings to be planned in light of staff needs	SLT	Termly  Review at end of term	Depends on focus of PLM	Good progress by all	Actions and learning taken from PLM has a positive impact on teaching and learning in the classroom.
3. Project based appraisals	Staff to set own Action research project on an area of interest and development	All staff	31 <sup>st</sup> Oct Mid year review Mar21	Depends on the projects	Steps towards answering questions is evident. Confidently discuss in Action Learning Sets throughout the year	All staff are able to reflect on what has been learnt and its impact on their children.



**PRIORITY 2 TARGETED ACADEMIC SUPPORT: Funding of additional teaching staff throughout school**

Member of staff responsible: Mark Chatley

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Increase teaching staff to help with the Transition into EYFS	Fund additional teacher for class with PT teachers to ensure smooth transition into EYFS following absence from preschool etc due to Covid-19	MC	September 1-21st		Attitudes of individuals Behaviour for learning	All children in EYFS have settled confidently into EYFS setting.
2. Increase additional teaching staff in Years 1 to 3	Use of additional teaching staff to help support and provide QFT in KS1 and Y3	MC	Term 1 Reviewed Term 2	Student Teacher Year 1	Attainment of children Behaviour for learning Children's well being	Children will begin the year ready to learn. Established routines and expectations Additional adults to provide high quality targeted support
3. Use of specialist teacher for MFL	Employ Specialist teacher for French	MC	Reviewed annually	French resources matched to budget	Attainment and attitude to learning in French	All children to make good progress in French





PRIORITY 3 WIDER STRATEGIES :PART FUNDED FLO

Member of staff responsible: Amy Root/ Claire Vincett

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Focus on Attendance of vulnerable families to ensure it is the best it can be	FLO to complete first day calling Swift contact with families to work with them when attendance	AJB	Fortnightly check in with AO (CV) to assess any trends/needs		Attendance figures  Impact from interventions	Attendance figures have improved on last year
2. Support for the emotional and social well-being of our pupils and families	FLO to intervene where assessed as needed	AJB	Termly	Depends on need	Impact from intervention  Possibly attendance figures  Behaviour for learning	Children enjoy
3. Social support during lunchtimes	Lunchtime support mainly for playground slot by FLO in Year groups with identified need	AJB	Weekly	Depends on intervention needed May be certain equipment	Behaviour for learning  Behaviour log is low.	Behaviour for learning in afternoons is good. Behaviour at lunchtimes is good



5 Review of expenditure				
Previous Academic Year		2019/20 (to be reviewed again in March 2021 for the period September 2019- March 2021)		
i. Inspirational Learning				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1.1	Continue subscription to Phonics Read Write Inc Programme in KS1	The programme needs to run in its entirety. Lockdown has interrupted this so it will need to continue from the children's starting points next year. Early assessment will help place these children correctly.		
1.2	Develop whole school Teaching and Learning principles including opportunities for the wider curriculum within school.	Teaching and Learning Principles were establish in Oct 19. Staff training on Curriculum on 4 <sup>th</sup> Dec to ensure all subject leads understand what makes a good unit/ curriculum for their subject.		
1.3	Subject Specialisms used for French, PE and PPA cover/ subject release.	French and PE subject leads have had a positive impact on pupil's attainment. Continue with this provision next year.		
1.4	Developing individualised feedback frameworks in classes	Staff training about feedback strategies. Whole school policy amended to suit the needs of the class/individual. CT to judge when it will have impact.		
ii Distinctive Learning				
2.1	Specialist Services used to support behaviour for learning <ul style="list-style-type: none"> <li>- Elsa</li> <li>- Play Therapist</li> </ul>	Continue to employ these services when assessed needed for the child's next steps. Child who attended ELSA is now back in class full time after constant behavioural disruptions.		
2.2	Adapt Curriculum based on advice from the following specialists <ul style="list-style-type: none"> <li>- Educational Psychologists</li> <li>- SENDCO</li> <li>- Pre Teaching</li> <li>- Bespoke Curriculum</li> <li>- Precision Teaching</li> </ul>	Curriculum delivery disrupted due to Covid-19 lockdown. Careful considerations need to be made with regard to starting points for Sept 2020		

	<ul style="list-style-type: none"> <li>- SLT x2hrs weekly for Maths Group</li> <li>- FLO support</li> </ul>		
<b>2.3</b>	Lunchtime initiatives <ul style="list-style-type: none"> <li>- Year 5/6 Munch Bunch Club</li> <li>- Year 5 Club</li> <li>- Reading with Midday Meal Supervisors</li> <li>-</li> </ul>		
<b>2.1</b>	Specialist Services used to support behaviour for learning <ul style="list-style-type: none"> <li>- Elsa</li> <li>- Play Therapist</li> </ul>		

### lii Lifelong Learning

<b>3.1</b>	Experience Staff member dedicated to release subject leaders 0.4	Where possible release time was given using experienced member of staff to ensure continuity of provision.	
<b>3.2</b>	Staff Meeting/ release time for subject leaders	Will continue this next year to ensure time is protected as much as possible to allow staff to reflect and build on their individualised CPD/L	
<b>3.1 and 3.3</b>	INSET day – research driven Coaches for all staff	Coaches have been established for all staff. Research based projects were begun but interrupted by Lockdown. Staff will need to reflect on the effectiveness and impact of their projects in deciding what to do in the new academic year.	

### iv Collaborative Learning

<b>4.3</b>	Subsidise trips and clubs	Trips cancelled due to Covid 19- follow guidance of when to re-establish next year but will follow the same policy for PP children	
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### i. Early Years Foundation Stage

<b>5.1 and 5.3</b>	Release time given to observe in another setting.  CPD matched to need		
<b>5.2</b>	Release time given related to research project.		

## 6 Additional detail

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