

PUPIL PREMIUM STRATEGY (3 year INTENTION)

Summary Information

SCHOOL					Pelsall Village Primary School			
Academic Years	23-24, 24-25, 25-26	Total PP Budget 25-26		£166,650	Date of most recent review		Mar 25 (finalized budget)	
Total number of Pupils	257	Number of pupils eligible for PP		118 (42%)	Date for next review		Mar 25 (new 3yr intention)	
Attainment of Year 6								
	Pupils eligible for PP				Pupils not eligible for PP			
	2023	2024	2025	2026 predicted	2023	2024	2025	2026 predicted
% achieving ARE in RWM	44%	25%	16%	NA%	54%	61%	20%	NA%
% achieving ARE in Reading	52%	67%	56%	69%	65%	85%	65%	82%
% achieving ARE in Writing	52%	29%	20%	63%	73%	70%	25%	73%
% achieving ARE in Maths	80%	48%	48%	81%	65%	78%	50%	90%
			Challenges to future attainment for pupils eligible for PP					
			Barriers (issues to be addressed)					
1	Limited family engagement with learning due to parental educational skills or education not valued in the community.							

2	Many children enter school with under developed oral language skills, and the vocabulary gaps between different groups of children is measurable. This continues across the school.		
3	Some of our children have a limited experience of activities outside of school, they often do not leave the local area and some have very limited experiences 3 beyond the family home. This means they have limited first hand opportunities to develop their own cultural capital – this often leads to 1 or more core subjects being weaker.		
4	Observations/discussions tell us there is a rising number of children who need extra support with their own wellbeing and mental health issues. Social and emotional issues need to be supported to enable children to feel safe and settled and allow them to learn.		
	Desired Outcomes		
	Desired Outcomes and how they will be measured		Success Criteria
1	At any school event for parents, there is at least proportional representation of PP parents. Parents report that they are more willing to attend workshops and other learning opportunities. Monitored by scrutiny of attendance at events and parent voice survey.	At least 40% of parents attending any whole school event are from PP families. Attendance at PP-focused workshops improves.	
2	PP children have at least equal end of KS2 results in Reading and Writing as Non PP. Outcomes of SATs results and teacher assessment.	Reading target for 2026 for both PP and Non PP = 75% Writing target for 2026 for both PP and Non PP = 70%	
3	Children will experience a wide range of quality texts. They will be supported in lessons to develop their reading skills. Adults will specifically teach vocabulary. This will be monitored by lesson observations, planning scrutiny, book reviews and pupil voice. The curriculum broadened through a variety of innovations such as Carousel days, Outdoor learning, thematic spelling lists etc.	Percentage of PP children reaching ARE or above in RWM: Year 1- 58% on track Year 2 – 65% Year 3 – 68% Year 4 – 70% Year 5 – 73% Year 6 – 76% Support with children accessing trips and visits if requested.	
4	The attendance of PP children will be at least in line with others in school (which will be in line with national or above). Children will have a wider range of strategies to help manage their emotional needs and prevent them missing lessons or demonstrating poor learning behaviour. The children will be more able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Attendance and behaviour will be monitored on a daily basis.	Attendance target for PP children: 96% or above. Behaviour data will continue to show an improving picture for PP children. At least 90% success rate for PP children returning to classroom from Nurture experience.	
		Planned Expenditure 2023/24 2024/25 2025/26	

Outcome Number	Action/Approach		Evidence and Reason for choice?	How Implemented	Staff Lead		Review
	Smaller class sizes where space allows through additional staffing (budget permitting) in some year groups.		Increased ability to create Quality first teaching on a consistent basis throughout school. Greater ability to identify children in need of support and to then provide identified support.	Monitoring of quality of teaching through observation programme. Individual tracking of children identifying progress.	GB SLT		Termly based on assessments and observations
	Continuation of accelerated reader programme and regulation of availability of books.		Accelerated reader programme (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet based software assesses reading age, and suggests books that match pupils' needs and interests.	Revised training for staff. Monitoring of books read. Assessment of reading progress being made.	ENG lead		Annually
	Teachers will be trained in a growth mindset approaches/ restorative practice/and attachment awareness. This		EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	QA of the training delivered. Lesson observations and feedback to staff as	SLT		Termly observations

	will ensure they adopt this approach in the classroom.			required. Pupil voice.			
	Teachers will specifically teach new and unfamiliar vocabulary and ensure that PP children learn their age related spellings through new approaches. This will be a particular aspect of the Reading Vipers approach to Guided reading		For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary	Lesson observations. Scrutiny of books. Ongoing training for staff on a needs basis (identified from observations and books)	ENG lead		Termly
	Engagement in Early Years Projects for EY to raise GLD.		Language Acquisition, Wellcomm etc Staff trained and delivering consistently to class.	Progress of children toward ELGs.	EY coord		Termly
	Parent opportunities to read in school with children		Parents will be able to read at the end of the day and receive relevant support from class teachers.	Children engage more in regular reading.	SLT		Weekly
	Teachers will provide more		EEF – Feedback redirects or refocuses	Lesson observations.	SLT		Termly

	effective feedback through initiatives which includes DIRT and MUD activities. These allow children to self-regulate and identify their own mistakes and then correct or improve them.		either the teacher's or learner's actions to achieve a goal, by aligning effort and activity with an outcome. On average the provision of high quality feedback leads to an improvement of eight additional month's progress over the course of a year.	Scrutiny of books. Ongoing training needs based on monitoring outcomes.	Phase Leads		
	Quality support for all Total Budgeted Cost						£64,500
	Daily reading for targeted PP children by class teacher or TA. Staff trained and accelerated reader used to ensure children are accessing the right level of text		Children often find it difficult to access the depth of questioning at the end of KS2. The key component is reading fluency at the expected level of text.	Monitoring of AR quiz frequency. Observations of sessions and checking of half termly data(PIRA and AR reading ages)	ENG lead		Phase Leads
	Full time safeguarding manager in school to support PP parents, the majority of which frequently have other needs that can affect learning.		High proportion of families/children needing support with often quite complex and time demanding needs e.g. attendance at meetings etc. Pastoral support is an essential element of making progress	Weekly meetings with DSL to discuss cases and progress of children.	GB KBP		Weekly Annually

	Full time teaching assistants across school to support interventions.		Additional HR enables teachers to highlight children needing intervention support which is then delivered through programmes discussed with the SENCO with accurate pre and post assessment.	SENCO and class teachers monitor progress made through intervention.	GB SLT SAT		Annually
	Better reading support through additional teaching assistant time.		Focus on KS1 to ensure children decode and read ARE texts with fluency which then supports their comprehension.	Assessment records. PIRA outcomes. Reading age progress.	SAT DP		Termly
	Salary part for SENCO/NURTURE lead with continued focus on development of school's nurture facility.		Children need to have social and emotional barriers removed before effective learning can take place. We have already seen the impact of our nurture work with several children responding positively when returning to a mainstream classroom setting.	Termly feedback from the lead to SLT and Governors. Measure impact in classroom of children who have attended.	SAT GB		Termly
	Support PP children with reduced cost homework books		Parental support with homework has a positive impact on the outcomes of children at school.	Scrutiny of results following implementation of part supported	SLT		

				homework books.			
	Parent workshops targeted to support the work in school so that it can be matched and supported at home.		Evidence shows that sometimes new teaching methods need to be shared clearly with parents in order for them to be supported at home	Monitoring of attendance as well as impact on progress through tracking systems.	SLT Subject leads		Termly
	Targeted Support Total Budgeted Cost						£73,500
	Regular Music specialist and provision in school		Provision of additional specialist teaching can offer opportunities for children to develop wider understanding, leading to greater learning.	Planned provision for year groups across school with exams for older children at the end of term	SLT Music lead		Annually
	Continued development and planned use of outdoor learning environments.		Outdoor learning can provide additional support for children in many ways: develop self-awareness, confidence and self-esteem. Develop collaborative-working and communication skills. Provide positive health benefits – both physically and mentally – and assist gross and fine-motor development. develop a	Required planned use each term as part of Creative curriculum planning/English and maths planning.	SLT SAT		Termly

			lifelong love of the outdoors				
	All PP children will experience enrichment days and wider curriculum through carousel days		EEF – all children deserve a well-rounded culturally rich education. Pupil voice from last year indicated that they valued these experiences and it supported their learning.	SLT will drive carousel days with additional creative curriculum days supported through budget subsidy.	SLT Class Teachers		Termly
	Supported access to trips and visits		All children to engage in enrichment activities offered through educational visits		SLT		Ongoing
	Other Approaches Total Budgeted Cost						£23,000
		Review of Expenditure					
Project		Objective		Cost per hour		Outcome	
Development of Nurture facility to strengthen areas of Safeguarding		To open and run our own nurture room with possible provision for other Walsall children.		x2 staff @ combined £40.30 per hr.x 10hrs per wk = £403.00 x 39wks =£15,717		The nurture room was successfully completed and installed with resources in September 17. Using teacher information (data) and discussions children from Key Stage 1 are selected for the specific intervention the nurture room would be providing. The nurture program is designed to last for two terms with children being supported through various interventions to be able to develop coping strategies enabling them to manage effectively in full classroom situations. Table shows figures for children participating in nurture group.	

					Year 1 100% progress and improvement in behaviour (6 children) Year 2 100% progress and improvement in behaviour (6 children) Year 3 88% Year 4 100% Children that integrated back into the mainstream classroom shown greater resilience and improved learning attitudes. All had increased confidence. Year 6 children have also been successfully supported for transition.
		The nurture facility has been extremely successful. The children being supported with the intervention have progressed significantly since returning to the mainstream classroom. The careful monitoring during the time in the nurture group, which included weekly reports to parents, continues so that the children continue to be successful and make progress. Parents have worked in collaboration with the team which has added to the success of the project. The success of the facility is very positive and the local authority are looking at similar models to support children with 'behaviour issues' before they become unmanageable in the classroom.			
Support Staff Safeguarding Lead/ Learning Mentor		To provide safeguarding/nurture/behaviour support /parent liaison across school to reduce the barriers to learning. EEF – Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours.	461 per week x 39 wks= £18,000		The Safeguarding Lead successfully supports several families who have specific needs. The close contact with the parents/carers enables the relevant children to be supported effectively and quickly. The learning mentor supports this by helping to facilitate 1:1 conversations with the children and completion of any paperwork such as 'wishes and feelings' Members of staff are able to observe children before, during and after

		Estimated benefits are around 4 months. EEF –more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact of an additional four months’ progress. EEF – On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.		school and intervene as necessary. These interventions enable the children to receive important messages and reminders about the school expectations and for any issues to be resolved. Following this, the children are able to return to the classroom and work effectively. Table shows number of children in each year specifically supported by the safeguarding team/numbers of those children who are PP. <table><tr><td></td><td>N</td><td>R</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td></td><td>7</td><td>8</td><td>7</td><td>7</td><td>6</td><td>10</td><td>8</td></tr><tr><td>P P</td><td>6</td><td>6</td><td>5</td><td>6</td><td>5</td><td>8</td><td>6</td></tr></table> Looked after children contribute to these numbers. The school operates at 100% success with our LAC in integrating them in to Pelsall Village and supporting their needs. The team also support the daily running of the school behaviour policy. The staff identify the children who may need additional guidance with their behaviours and use a variety of techniques to guide children to manage their behaviours better.		N	R	1	2	3	4	5		7	8	7	7	6	10	8	P P	6	6	5	6	5	8	6
	N	R	1	2	3	4	5																					
	7	8	7	7	6	10	8																					
P P	6	6	5	6	5	8	6																					

		The provision provided by the Safeguarding Lead and Social/Learning mentor enables specific and individual support to be provided to a wide range of families. The children receive 'at the point' intervention and this enables them to continue to make progress at school.				
Accelerated Reader programme			Consolidate reading programme that allows the progress of children's reading skills to be tracked accurately and also develops and supports the progression of comprehension skills	AR programme + purchasing of books across school = £6500		Reading progress of PP children above Non PP from Ks1 to Ks2
		Accelerated reading was adopted following CPD and liaison with some local schools. The impact has been very positive with children enjoying the quizzes and moving forward with their reading accordingly. The intention is to continue to improve the reading materials available to the children and to use the data provided to the teachers to ensure progress is optimal.				
Additional EY teaching assistant (Wellcomm)			To provide additional support, in particular to provide speech and language strategies such as Wellcomm and Talk boost.	50% of salary = £13,200		GLD has increased from 55% to 68%.
		We recognise that early intervention in Nursery is essential for a large proportion of our children. Much of the support is needed to help to close the 'word gap' and develop basic speech and language skills. This provision is a priority moving forward and will continue into next year.				