

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hedworthfield Primary school
Number of pupils in school	218 including nursery 201 excluding nursery
Proportion (%) of pupil premium eligible pupils	54.2% (109/201)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023 December 2023 December 2024
Statement authorised by	Mr Watson
Pupil premium lead	Mrs Riches
Governor / Trustee lead	Mr Hamilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143, 810
Recovery premium funding allocation this academic year	£19, 821

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163, 631

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium funding sets the achievements of children from disadvantaged backgrounds as a priority within our school system. We strive to close the attainment gap between disadvantaged pupils and their peers. This is an important gain for these pupils as often they are more likely to be working at a lower attainment than other children and this can impact on their long term goals.

Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

Our strategy works towards a three tiered approach that balances approaches to improve **quality first teaching, targeted academic support and wider strategies**. We also recognise that less is more; selecting a small number of priorities and giving them the best chance to succeed while ensuring that pupil premium is at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Staff embrace research and training to identify the best possible interventions and support to ensure pupils thrive and to target closing the gap.

Challenges

Challenge number	Detail of challenge
1	The impact of COVID 19 and loss of direct teaching continues to have a significant impact on the academic attainment of pupils across school, particularly at higher standard.
2	Pupils often lack metacognitive approaches and the ability to recognise their strengths and weaknesses and how to motivate themselves with learning and further ambition. Poor memory skills and the inability to transfer knowledge to long term memory impacts on pupil progression and attainment.
3	Children lack the experiences and vocabulary required of the current curriculum as a direct result of low income, this is particularly evident in the early years where speech and language is lower than expected on entry. In addition to this resources and educational based activities are limited in the home setting and local community for some pupils. (cultural capital expansion)
4	Social and emotional experiences in home life impact significantly on family input into the education of a child. This can include the impact of mental health on the pupils and their families.
5	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.
6	School have a Language Unit (Lu) where pupils, who have a speech and language delay, are unlikely to achieve ARE. Lu data is reported as part of school data and therefore affects the overall attainment of the school performance.
7	Statistics show that there were 4.3 million children living in poverty in the UK in 2019-20. That's 30 percent of children, or 9 in a classroom of 30. According to the Impact of COVID-19 on Learning report (EFF 2022) the pandemic has had the greatest impact on Pupil Premium pupils and with the cost of living crisis financial pressures are likely to impact the most vulnerable families. Limited experiences and opportunities outside of the family home as a direct result of

low income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.

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
To ensure that the cohort attainment gap between disadvantaged and non disadvantaged pupils closes by the end of KS 2 (excluding EHCP and LU).	<p>Gap in reading: ARE gap decreases from -18% (Summer 2022) to 0% (3 pupils)</p> <p>Gap in writing: ARE gap decreases from -35% (Summer 2022) to -17% (3 child) *aspirational target 10% 4 pupils)</p> <p>Gap in maths: ARE gap decreases from -13% (summer 2022) to -7% (1 child)</p> <p>2023 gap is maintained subject to cohort intake</p>
Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen excluding LU pupils	PP and non PP PSC decreases from -27% to -17% by 2023 by targeting 1 pupil
Improve the quality of teaching and learning through developing staff understanding of metacognition and memory recall. (staff development)	Lesson observations, book monitoring and use of passports shows evidence of sustained, deliberate practice to support memory recall.
To develop the Oracy skills of disadvantaged pupils to close the gap by the end of the Reception year.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points.
To reduce the impact of social and emotional experience in home life on attainment and wellbeing of the child through increased enrichment opportunities.	100% of children accessing enrichment activities and trips to aid real life experiences termly. 100% of children to complete focused study within one of our four learning environment and through educational trips - forest, beach, farm school or factory depending on their year group focus (capital culture)
Provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Children will be identified based upon SEMH needs and possible external agencies support eg Early Help Plans 100% of Healthy Minds referrals will result in active support or therapy for identified children. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (AHT) e.g. Yoga, Relax Kids, Mindfulness, Friends etc.
To maintain disadvantaged pupils attendance to be inline with non disadvantaged	Summer 2022 attendance figure of 94% to be maintained. Increase the attendance of pupil premium pupils to 98% during 2022/23 aiming for 100% over time. (Summer 2022 online at 93.38% for no dis and 93.13 % for disadvantaged pupils)

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

Budgeted cost: £10,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure quality teaching and learning across the school to be at least good with most outstanding.	<i>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011)</i>	1,2,3,4,6
Quality CDP for all staff members through the National College to support the academically able disadvantaged pupils	A report commissioned for the Social Mobility and Child Poverty Commission, (Progress made by high-attaining children from disadvantaged backgrounds 2014) found “high-achieving children from the most deprived families perform worse than lower-achieving students from the least deprived families by Key Stage 4.” and therefore they must be supported in the primary ages to overcome this.	1,2,3,4,6
Embed the practice that all staff are trained in, and use cognitive and metacognitive practices, particularly focussed on supporting children in recalling their previous learning.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. (EEF 2018) Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task	2,4

Targeted academic support

Budgeted cost £99.044

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 small group intervention programs with in class support. Must move pupils identified and monitored by PP Lead	NFER Report shows a 16% increase in outcomes when one to one tuition 1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i>	1, 2, 3, 6

<p>1:1 tuition through recovery premium funding.</p>	<p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</p>	<p>1, 2, 6</p>
<p>Small group tuition target must move pupils identified which is monitored through personalise learning tracking</p>	<p>High quality structured interventions are a key component of effective pupil premium strategy and can have huge positive outcomes for struggling pupils. NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).</p>	<p>1, 2 ,6</p>
<p>Independent Speech and language therapist (Metis) provide targeted support to pupils with a priority on disadvantaged pupils. 1 session per week linked to Launchpad for Literacy</p> <p>1:1 target personalised sessions linked to Launchpad for Literacy assessments. 1 session per week for 1:1 /small group intervention - Cohort dependent speech and language delivery booster sessions across EYFS. This may be individual support or as part of a small group session depending on the need of the individual - Little Orchard Children, iCAN Talk Boost and individual targets as prescribed by Metis Therapy (private speech and language support within school).</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. DFE(2020) have concluded that due to COVID-19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. .(EEF 2019) Language is the medium through which all other learning occurs. Language rich education settings are vital for the development of speech, language and communication skills. (Lively Project 2022). The Early Talk Boost programme aims to accelerate children's progress in communication and language by an average of 6 months, after a nine week intervention</p> <p><u>Launchpad for Literacy-</u> promises systematic approach to close gaps, early identification is paramount linked to early childhood development provided by a developmental screen tool which identifies gaps.</p>	<p>1, 3</p>
<p>Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. RWI lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress. To be addressed through additional small group targeted support, provided by the class teacher.</p>	<p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. Research from Royal Holloway University, London (2017), 'shows that learning to read by sounding out words has a dramatic impact on the accuracy of reading aloud and comprehension.'</p> <p>Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months' progress. (EEF 2018). Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018) Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by DHT, KS Lead and class teacher.</p>	<p>1,2</p>

Phonics and reading based family learning sessions .	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Parental Engagement)	1.2
ARB PP students engage in monthly life skill sessions to practise speech and communication within the local community.	Speech, language and communication underpin cognitive, emotional and social development and are crucial skills for learning and life. It is generally assumed that most development of speech and language happens in the early years. However development continues for all children and young people throughout school, adolescence and into adulthood. Certain aspects of language develop during the older years: complex verbal reasoning, understanding and using figurative language, telling more involved stories and using increasingly sophisticated social communication skills. Socially, interactions become more complex and sophisticated as pupils mature and opportunities to practise speaking skills are paramount (ICAN 2011)	6

Wider strategies

Budgeted cost: £34,092

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities (cultural capital) across all key stages to ensure wow trips and four themed school environment experiences to increase learning and vocabulary development . (Farm school, beach school, factory school, forest school)	<p>The term 'cultural capital', is defined as: "the essential knowledge that children need to be educated citizens" (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success.</p> <p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.(EEF)</p>	3, 4, 7
Universal breakfast club to be offered daily	Running free of charge, the universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance. (Magic breakfast)	7
Target family learning - Each year group to provide family learning opportunities to empower parents with the skills and confidence to	A study by professor Charles Deforges for the DFE found that the most important finding is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on	3,4

support their child's learning and development.	children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different 5 levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.	
Attendance team to monitor and support Pupil premium families to s to improve attendance, punctuality and readiness to learn including persistent absentees	EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	5
Specific social and emotional support for identified disadvantaged individuals and their families post lockdown (Personal fund)	Social and emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of four months additional progress on attainment.	1, 4. 7
To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund -uniform, furniture acquisition, food parcel,	Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education ¹⁸ . Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides "cumulative advantage" throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE	5, 6, 7

Total budgeted cost: £163,667

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Hedworthfield has a significantly high level of pupil premium pupils with around 50% of the school roll being pupil premium. During the academic year 2021-22 the percentage of Pupil Premium Pupils who are also registered with additional SEND needs rose from around 30% to 46%. Pupil Premium numbers increased as a direct result of the impact of COVID and we predict that this number will continue to increase during the forthcoming years and in light of the cost of living crisis.

- Full end KS2 data showed that Pupil Premium Pupils were working slightly below Non Pupil Premium pupils within reading at ARE and maths at higher standard. Data without Language Unit provides a more positive outcome with Pupil Premium Pupils working marginally inline with Non Pupil Premium pupils. Without language Unit data Pupil Premium Pupils outperformed Non Pupil Premium pupils at ARE in maths. Attainment in reading at ARE and Higher Standard in Maths is an area of development will be addressed through School Development Plan
- End of Key Stage One data showed attainment in writing and maths at ARE and Higher Standard remains a focus for Pupil Premium
- 75% of Pupil Premium Pupils passed the PSC. This was a direct result of the tailored interventions delivered and this proven strategy will remain a focus of the PP plan.
- Parental engagement was high for family learning workshops, stay and play and through class dojo. This allowed staff to share with parents creative ways in which to support their child's development at home.
- Recovery programmes delivered across upper Key Stage Two included a maths and English recovery programme to address gaps in learning. Children have made good or better progress and gaps in knowledge were addressed through effective and robust systems that are well embedded across school and high quality teaching.
- 100% of PP pupils have received tailored intervention programmes .
- As part of our enriched curriculum, 100% of pupils in Early Years and Years 1-4 have engaged in either forest, farm or beach school. Year 6 pupils attended Factory School in partnership with Nissan.
- Additional enrichment opportunities such as after school clubs were attended by 58% pupil premium students. .
- ICAN interventions were reduced due to covid bubble closures however four pupil premium did access the NELI interventions. Three members of staff completed NELI training and the programme embedded into practice however the intervention programme was not bespoke enough to match the low needs of the pupils. Launch pad for Literacy and METIS intervention proved more effective as the targets are focused on individual needs and will be continued to be implemented.
- Sept - July term attendance for PP was 93.13% with targeted interventions having a positive impact on persistent absentees in particular. Attendance was a focus of performance management and SDP

Exit 2022 Whole School Summary

Reading The gap narrowed at greater depth and marginally increased at ARE. Attainment at ARE increased slightly compared to previous year

	PP 2021	PP 2022	Non PP 21	Non PP 22	Gap 21	Gap 22
ARE	60%	62%	62%	66%	-2%	-4%
GD	22%	17%	29%	19%	-7%	-2%

Writing Gap narrowed slightly at ARE and greater depth. The small dip in attainment at ARE was linked to the cohort (SEND and PP combined)

	PP 2021	PP 2022	Non PP 21	Non PP 22	Gap 21	Gap 22
ARE	57%	53%	60%	68%	-7%	-8%
GD	21%	14%	30%	19%	-9%	-4%

Maths Gaps increased within maths. This is being addressed with the maths SDP and PP plan. PP attainment increased slightly at ARE.

	PP 2021	PP 2022	Non PP 21	Non PP 22	Gap 21	Gap 22
ARE	58%	61%	60%	69%	-2%	-8%
GD	14%	12%	30%	25%	-16%	-13%

End of EYFS: Gap narrowed within maths, In reading and writing the gap widened due to the increased attainment of the non PP pupils. Gap narrowed for GLD to -8%. Without dual registered pupils in the language unit the GLD gap narrowed further to- 4% (1 pupil)

	PP Expected 21	PP Expected 22	Non PP Expected 21	Non PP expected 22	Gap 21	Gap 22
Reading	56%	56%	64%	80%	-8%	-24%
Writing	56%	56%	64%	70%	-8%	--14%
Maths	60%	56%	80%	70%	-26%	-14%
GLD	X	56%	X	64%	X	-8%

Externally provided programmes

Programme	Provider
Relax Kids	Private-Claire Grabham
Lexia	Core 5 Lexia Learning Systems LLC
IXL	IXL Learning
Reading Plus	Reading Plus LLC
Speech and Language therapy	Metis

Service pupil premium funding

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Small group interventions and Lexia reading programme for use at home and in school
What was the impact of that spending on service pupil premium eligible pupils?	Pupils reached ARE at the end of 2022/23

