# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Hampstead Parochial Primary School |
| Number of pupils in school | 210 |
| Proportion (%) of pupil premium eligible pupils | 6.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022 - 2025 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Laura Hall |
| Pupil premium lead | Laura Hall |
| Governor / Trustee lead | David Rue |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £19,390 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £21,390 |

# Part A: Statement of intent

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| We are an inclusive school that has ambitious expectations for all learners, including those who are disadvantaged. As a church school, we acknowledge that all our pupils are significant to God and value each child’s unique personality and background. Our vision is for all pupils to experience life in all its fullness now and in the future (see our vision statement.)  High-quality teaching is at the forefront of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  We pride ourselves in our ability to identify the needs of the children from a very early point and act appropriately. The whole staff take responsibility for disadvantaged pupils’ outcomes and aware of our school commitment to raise expectations of what they can achieve. For those who are already high attainers, we ensure that they are challenged in the work that they are set and continue to progress throughout their school career. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Do the children have the same opportunity to achieve **greater depth** as non-disadvantaged? Is progress in line with others? Children do achieve as well as others in the school and we continue to monitor this. |
| 2 | Do the children have to same opportunity to develop musical, sporting and artistic talents? |
| 3 | Do the children have the same access to **extended and extra-curricular** opportunities? |

## 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.

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| Intended outcome | Success criteria |
| Progress measures show that children are making excellent progress across the curriculum. Gaps are identified quickly and planned for. | Children make excellent progress across the curriculum. |
| Children have access to:  1:1 lessons with peripatetic music teachers.  A range of sporting activities led by sports coaches.  Interschool sports activities organised for pupils across the school.  A range of arts activities led by art teachers/TAs. | Families are confidentially invited to access these opportunities. |
| Wide range of trips and visitors arranged to further enrich and deepen understanding of the curriculum.  Contribution towards residential school journey cost  Contribution towards other school trips and workshops | Families are confidentially invited to access these opportunities.  All disadvantaged pupils attend at least one after school club and participate fully in all enrichment activities within the school day, including our residential trip. |

## 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 (for example, CPD, recruitment and retention) Budgeted cost: £2350

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of **standardized diagnostic assessments** (Test Base, Project X) | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [EEF Standardised Tests](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 |
| Teacher’s opportunities for **professional development courses** (Camden Learning) | Courses will help improve the quality of teaching in school by keeping teachers up to date with evidence based teaching and learning strategies.  [EEF Teacher Development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 1 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budget cost:

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. We believe in ‘keeping up’, not ‘catching up’ | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.  [EEF Phonics](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1 |
| High quality intervention in Reading and Maths for children making less than expected progress in KS1/ KS2 led by HLTAs (MARK intervention) | Small group and one-to-one pre and post teaching supports children in an individualised way and provides targeted academic support(EEF, 2019)  [EEF Interventions](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support) | 1 |
| Additional teacher and teaching assistant time directed at:   * individual/ group ‘keep up’ phonics * individual or small group Maths and English booster groups within school time | EEF reports research that small group tuition, such as our targeted booster sessions, can have a good impact on pupil progress:  [EEF Small group tuition](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£2000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support full participation of disadvantaged pupils in **school trips and residential** | The EEF shows that adventure learning has positive benefits on academic learning. They suggest that pupils who participate in adventure learning interventions make approximately four additional months  [EEF Adventure Learning](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/adventure-learning).  Ofsted acknowledge that many disadvantaged pupils do not have access to cultural capital at home and highlight its importance to succeed in life.  [Ofsted 2019 Cultural Capital](https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/outcome/education-inspection-framework-2019-a-report-on-the-responses-to-the-consultation) | 2,3 |

**Total budgeted cost: £** *19,300*

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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| 1. **Attainment for KS2 July 2022** |
| **There were 3 children pupil premium:** |

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| **Progress scores for KS2 2020/21** |
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| **KS1 data** |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| MARK INTERVENTION SCHEME | Rising Stars |
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