

Hurley Primary School Pupil Premium Strategy Statement 2021-22

This statement details Hurley Primary School's 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

Detail	Data
School name	Hurley Primary School
Number of pupils in school	209 pupils 69 are pupil premium
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025 3 yrs
Date this statement was published	Jan 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Glyn Morgans
Pupil premium lead	Glyn Morgans
Governor / Trustee lead	Diane Brooks, lead for vulnerable and disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,793
Recovery premium funding allocation this academic year	£4,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
National Tutoring Grant	£7,655
Total budget for this academic year	£110,016

Part A: Pupil premium strategy plan

Statement of intent

At Hurley Primary School we intend that all pupils, irrespective of background or the challenges they face, make good progress and achieve high attainment across all subject areas. We also want all pupils to benefit from rich experiences provided by the wider curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
 - act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Our assessments and observations indicate that the education, personal development and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

This has resulted in significant knowledge gaps in basic academic skills in English and Maths leading to pupils falling further behind age-related expectations. Also, children's personal and social development has been hindered and children's mental health and wellbeing affected.

The Key Challenges are

Challenge number	Detail of challenge
1	<p>LEARNING HABITS, SELF ESTEEM AND ASPIRATIONS</p> <p>A significant proportion of disadvantaged pupils have poor learning habits , low self-esteem and low aspirations.</p>
2	<p>ORAL LANGUAGE SKILLS AND VOCABULARY</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>PHONICS DEVELOPMENT</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. The Proportion of children in Year One who are on track to pass the phonics screen is (38%) well below pre- covid national averages</p>
4	<p>DEVELOP READING ATTAINMENT</p> <p>Currently assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Years 2 and 4 and is significantly below in Year 1,3,5 and in Word Recognition in Reception.</p> <p>Currently on entry to Reception class the proportion of pupil premium children at the expected standard (25%) is well below pre Covid national expectations and this is the case in all year groups particularly except Year 2 and Year 4 and it remains below in Year 6 (14%)</p>
5	<p>DEVELOP WRITING ATTAINMENT</p> <p>Currently assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most year groups except for Reception and Year 6.</p> <p>Currently on entry to Reception class the proportion of pupil premium children at the expected standard (50%) is well below pre Covid national expectations and this is the case in all year groups particularly in Year 6 (55%)</p>
6	<p>DEVELOP MATHS ATTAINMENT</p> <p>Currently assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in most year groups (Years 1,2,3,4,5) below in Rec and Level in year 6)</p> <p>Currently on entry to Reception class the proportion of pupil premium children at the expected standard (25%) is well below pre Covid national expectations and this is the case in all year groups particularly in Year 6 (55%)</p>
7	<p>WIDER CURRICULUM OPPORTUNITIES AND CURRICULUM ENRICHMENT</p> <p>Discussions and Surveys show disadvantaged children do not get such wide experiences at home greater proportions of disadvantaged children do not participate in curriculum enrichment activities</p>

8	<p>WELLBEING MENTAL HEALTH,</p> <p>Assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.</p>
9	<p>ATTENDANCE</p> <p>Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.</p> <p>X - Y% of disadvantaged pupils have been ‘persistently absent’ compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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
<p>Develop children as ‘Successful lifelong learners’ with Positive attitudes and good learning habits</p> <p>Promote</p> <ul style="list-style-type: none"> • Metacognition • Self -regulation • Feedback • Collaborative learning opportunities 	<p>Children become confident, highly motivated, ambitious, independent learners.</p> <p>They are involved in setting and achieving their own learning and development targets. They develop positive learning attitudes and high aspirations.</p> <p>They become reflective, curious, resourceful, and resilient learners who have a thirst for knowledge and are keen to take on and tackle new challenges.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved Phonics Knowledge and skills</p>	<p>Achieve at or above the national average expected standard in the Year One Phonics Screen.</p>

<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS2 reading outcomes in show the group of disadvantaged children achieve at or above the national average progress scores in reading.</p> <p>By 2024/25 reading outcomes in show the group of disadvantaged children’s attainment is in line with the national average.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p> <p>Enable children to set targets, use feedback, peer editing and self-evaluation to improve writing</p>	<p>KS2 writing outcomes show the group of disadvantaged children achieve at or above the national average progress scores in writing.</p> <p>By 2024/25 reading outcomes in show the group of disadvantaged children’s attainment is in line or above the national average.</p>
<p>Improved Maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show the group of disadvantaged children achieve at or above the national average progress scores in maths.</p> <p>By 2024/25 reading outcomes in show the group of disadvantaged children’s attainment is in line with or above the national average.</p>
<p>Participation in enrichment activities.</p>	<p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils becoming in line with national averages • the percentage of all pupils who are persistently absent becoming in line with national averages

Teaching (for example, CPD, recruitment and retention, learning environment)

Budgeted cost: **£61,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop children’s learning attributes and skills</p> <p>Promote metacognition Children learning to be ‘successful learners’</p> <p>Promote the 5R’s though lessons, assemblies and attribute awards</p> <p>Encourage self-regulation Involving children in the learning process, ie/ planning, monitoring and evaluating their own learning</p> <p>Develop use of knowledge organisers and Develop knowledge recall</p> <p>Provide collaborative learning opportunities</p> <p>Provide CPD and support for teachers £1000</p>	<p><u>Metacognition-and-Self-regulation - EEF research 7 weeks</u></p> <p><u>Collaborative-learning-approaches - EEF research 5 weeks</u></p>	<p>7,</p>
<p>Develop new early years curriculum and create a stimulating environment to promote self- regulated, play based learning with good collaborative and speaking and listening opportunities £2000</p>	<p>Develop new early years curriculum and create a stimulating environment to promote self- regulated, play based learning with good collaborative and speaking and listening opportunities</p> <p><u>Self-regulation-strategies +5</u> <u>Play-based-learning +5</u></p>	<p>1,2,3,4,5,6</p>

<p>Develop purposeful outdoor play including forest school activities £250</p> <p>Develop Early Numeracy with CPD from Maths Hub and maths manager develop children's 'number sense' (their developing understanding of quantity and number), or more informal, such as using mathematical games including computer games (see also Digital technology), or pretend activities involving counting or using other mathematical language. £250</p> <p>and Early Literacy Strategies storytelling and group reading. activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing.</p> <p>Purchase Reception learning & wellbeing lodge £5000</p> <p>Equip the lodge To enable learning and nurturing interventions £500</p>	<p>Collaborative-learning-approaches - EEF research +5</p> <p>Physical-development-approaches +3</p> <p>Early-numeracy-approaches +6</p> <p>Early-literacy-approaches +4</p> <p>Social-and-emotional-learning-strategies +3</p>	
<p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are in-expensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> encouraging pupils to read aloud and then have conversations about book content with teachers and peers modelling inference through the use of structured questioning 	2

	<ul style="list-style-type: none"> • group or paired work that allow pupils to share thought processes • extension activities linked to the wider curriculum (e.g., using oral language activities to model technical language in science). 	
<p>Purchase and implementation of Little Wandle to secure stronger phonics teaching for all pupils. £2000</p> <p>Purchase sets of Phonic reading books to compliment phonics programme £2000</p> <p>CPD and monitoring and support to implement Phonics £1000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3
<p><u>Raise Writing Standards</u> <u>Implement Read to Write Curriculum</u> to motivate writing.</p> <p>Advisor support to help develop Read- Write Curriculum £500</p> <p><u>Self regulation</u> Children enabled to improve writing by Using constructive feedback to secure improvements Use self and Peer assessment, to edit and make improvements Setting and achieving writing targets</p> <p><u>Moderation & Standardisation</u> Develop the teachers subject knowledge and ensure appropriate age related expectations By</p>	<p><u>SELF REGULATION</u> Metacognition-and-Self-regulation - EEF research 7 months</p>	4

<p>organising opportunities for teachers to moderate and standardise writing with colleagues in school and across local schools</p>		
<p><u>Promote Reading and Raise Reading standards</u> using the Reading Framework Guidance</p> <p>Purchase new reading books £2000</p> <p>Develop children’s reading comprehension strategies</p> <p>Invite visiting Author/Poet £1000</p> <p>Purchase standardised assessments (PIRA, Hoder) to measure and monitor progress £250</p>	<p>Government Reading Framework Guidance</p> <p>Reading-Comprehension-Strategies EEF research</p>	<p>5</p>
<p><u>Enhancement of our maths teaching and curriculum planning</u> in line with DfE and EEF guidance.</p> <p>fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£1000</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>6</p>
<p><u>Improve the quality of social and emotional learning and promote pupil wellbeing</u></p> <p>Senior Mental Health Training (SMHT) training involving Headteacher and SMT to develop a Well-being action plan</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>8</p>

<p>Mental health Champion project with NHS £1000 Develop wellbeing curriculum supported by professional development and training for staff. Purchase wellbeing lesson plan and resources</p> <ul style="list-style-type: none"> - Jigsaw PSHE scheme - Protective Behaviours - New SRE policy - Join PSHE association <p>£1000</p>	<p>SMHL training:- Promoting children and young people's mental health and wellbeing A whole school or college approach</p>	
<p>Utilise Digital learning Purchase set of Chrome books to enhance and support learning £25000</p>		
<p><u>Senior leaders released to develop monitor and support teaching and learning</u> £30 000</p>		

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

Budgeted cost: **£123,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>SST support for relevant SEN strategies</u> and intervention £9000</p>		2-6
<p><u>Fund additional adults to ensure early interventions and good inclusion support</u> Cost of TA time</p>	<p><u>TA's provide intervention and inclusion support for the following:-</u></p> <p>Teaching-assistant-interventions - EEF research 4 Phonics - EEF research 5 weeks Behaviour-interventions - - EEF research 4</p>	1-8

<p>£60,000</p>	<p>Reading-Comprehension-Strategies EEF research 6 Oral-language-interventions - EEF Research 6 Feedback - EEF research 6 Collaborative-learning-approaches - EEF research 5</p>	
<p><u>Create additional learning areas to provide</u> academic support Learning Lodge, and 2 mini lodges in Infants (and furnish) £20, 000</p> <p>Convert Mobile Hut from Computer room back to a classroom £2000</p>		<p>1-8</p>
<p><u>Implementation of Neli Programme</u> to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <ul style="list-style-type: none"> • encouraging pupils to read aloud and then have conversations about book content with teachers and peers • modelling inference through the use of structured questioning • group or paired work that allow pupils to share thought processes <p>extension activities linked to the wider curriculum (e.g., using oral language activities to model technical language in science).</p>	<p>1, 4</p>
<p><u>Additional phonics sessions</u> targeted at disadvantaged pupils who require further phonics support.</p> <p>See cost of TA’s above And cost of SMT , providing training and support</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p><u>After School BOOSTER & CATCHUP TUTION</u> Year 6 Booster Classes for Maths and For English for all pupils in</p>	<p>Small group tuition: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5,6</p>

<p>£3000</p> <p>After school Catchup sessions for selected children in all Junior Classes</p> <p>£4000</p>		
<p><u>National Tutoring Programme</u></p> <p>to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Employ an additional teacher for two terms to release experienced teachers to deliver tutoring And Create additional teaching time for Senior Manager to plan, deliver and coordinate tutoring</p> <p>£25, 000</p>	<p><u>National Tutoring Pro-gramme</u></p> <p>targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3,4,5,6</p>

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

Budgeted cost: **£32,000**

1. Develop confident and successful lifelong learners With good learning habits, positive attitudes, high self-esteem and high aspirations
2. Developing oral language skills and vocabulary
3. Developing phonics knowledge and skills
4. Developing reading attainment
5. Developing writing attainment
6. Developing maths attainment
7. Ensure access to a wide range of curriculum enrichment experiences

8. Promoting wellbeing and supporting mental health
9. Ensure good Attendance & Punctuality

"

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Enrichment Opportunities</p> <ul style="list-style-type: none"> • Free afterschool clubs Disadvantaged pupils will be encouraged and supported to participate. • Free trips & visiting workshops & pantomime & eggs hatching • Whole class cornet • Class Ukelele • Individual peripatetic music lessons • Free trip to pantomime • Year six residential £100 subsidy <p>Cost £10.000 (A third of total cost of the above activities)</p>	<p>Promoting children and young people’s mental health and wellbeing</p>	<p>7</p>
<p>PROMOTING POSITIVE ETHOS Whole staff committed to creating a positive ethos where children feel valued, encouraged, safe and supported. £500</p> <p>Develop Positive School Behaviour Policy</p> <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Whole staff Team Teach training £2000</p> <p>Assistant head release time for Hot Chocolate Friday £1000</p>	<p>Promoting children and young people’s mental health and wellbeing</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>8</p>
<p><u>EARLY HELP & NURTURING TO SUPPORT WELLBING & MENTAL HEALTH</u></p>	<p>Promoting children and young people’s mental health and wellbeing</p>	<p>8</p>

<p><u>Children & Family support worker</u> to provide early help and nurturing support. £15000</p> <p>Implement MHST project NHS</p> <p>Develop environment to provide additional nurturing areas. £2000</p>		
<p><u>IMPROVE ATTENDANCE</u> Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. CSAWS attendance support £2000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>9</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £216,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of pupil premium activity on pupils from September 2020 to July 2021

During 2020/21 the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes' points primarily to **Covid-19 impact**, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by our excellent on-line Remote learning offer. Also, during lockdown, we invited a very large proportion of vulnerable children into school for face-to-face learning. We had 80 children on our face-to-face register during lockdown.

Overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence and persistent absence among disadvantaged pupils was higher than their peers. The gaps were larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We therefore used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Costings (see detailed costing spreadsheet)

[ADDITIONAL TEACHER AND SENIOR TEACHER INTERVENTIONS](#)

Two additional teachers were employed to ensure the Senior Managers are available to Support and monitor teaching and learning. Senior teachers were also deployed to provide additional expert teaching for intervention groups in numeracy and literacy.

- Mr Hardman – Assistant Head teacher and Mrs Hardman a part time senior teacher (From Jan - May) were released from Class responsibilities to boost standards across the school and 33% of this time was spent organising, monitoring or providing direct senior teacher support and intervention for pupil premium children.
- TA's provided inclusion (in class support) or intervention (out of class support)
- Provision plans were put in place to show how each teaching assistant was deployed and ensure effective deployment.

TOTAL COST OF RELEASING SENIOR TEACHERS FOR 2019/20 = £57,350

33% of this senior management time was spent organising, monitoring or providing direct support intervention for pupil premium children.

33 % of 90,000 (£60 000+ £30 000) = £30,000

£30,000 is invested in Senior Managers supporting pupil premium children

TEACHER ASSISTANT SUPPORT

TOTAL COST OF TA's FOR 2021 = £180 000

50% TA time was spent supporting pupil premium children

So £60,000 is invested on Teaching Assistant time directly supporting PUPIL PREMIUM CHILDREN

ADDITIONAL AFTER SCHOOL LEARNING SUPPORT INTO YEAR 6 BOOSTER CLASSES

- We provided extension and booster classes for all year children in Numeracy and Literacy
- Year 6 Booster sessions ensured very small child focused sessions afterschool targeted at the different abilities

Staff deployed for Year 6 booster sessions were:

- Assistant Head teacher Mr Hardman and Mrs hardman
- Teacher Mr Wiggin,
- Assistants Jane Neale, Wendy Bowyer

COST OF FUNDING THE YEAR 6 BOOSTER SESSIONS = £5,000

£ 2000 of this money directly funded pupil premium children as 33% of year 6 pupils receive pupil premium funding

TO ENSURE A RICH AND BALANCED CURRICULUM ALL CHILDREN WERE PROVIDED WITH

- Access to free clubs
- At least one free educational trip or visiting artists / workshops per term

FUNDING ALLOCATED TO PROMOTE FREE CLUBS = £10,000

FUNDING ALLOCATED TO PROMOTING FREE TRIPS AND VISITING ARTISTS = £20 000

TOTAL FUNDING TO ENHANCE CURRRICULUM =£30 000

So £10 000 is directly spent of funding pupil premium children because 33% of pupils are pupil premium

TOTAL EXPENDITURE ON PUPIL PREMIUM CHILDREN

£30,000	To be spent on senior teacher support monitoring and organisation
£60,000	To be spent on TA support and intervention
£20 000	To be spent on additional teacher to enable 1-1 Tutition
£450	To be spent on Year 6 Booster Classes for pupil premium children
	To be spent on Booster /catchup Classes from Y3-Y5
£4400	To be spent on enriching and enhancing the curriculum e.g./ clubs and trips

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

Programme	Provider

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. • the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

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: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

	Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

tutoring will be disadvantaged, including those who are high attainers.		
---	--	--

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

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £149,800

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.