

# Pupil premium strategy statement – Hempsted C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mr B Nash
Pupil premium lead	Mr R Waller
Governor / Trustee lead	Mrs S Hebbs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52592
Recovery premium funding allocation this academic year	£3915
Pupil premium (and recovery premium*) funding carried forward from previous years	£2634
<b>Total budget for this academic year</b>	<b>£59141</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils. We aspire that every child will achieve their unique God given potential by 'living life to the full' (John 10:10). We believe that a child's 'socio-economic' status must not be a barrier to this aspiration.

Our pupil premium spending strategy will be one of a number of 'tools' that we will employ to remove barriers to success that some children in our school encounter. We want to ensure that every child who leaves this school is ready for the next stage in their learning. Ultimately, we hope that this bedrock will help them to achieve a full and satisfying life.

There are a range of barriers that some children face. Some of these need to be addressed in-school, such as poor early language development. Other barriers need to be addressed outside of school, such as poverty or difficult home-experiences.

Addressing both types of barriers are the key principles to our strategy, and are developed further below.

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception and Key Stage 1 are lower for pupils eligible for PP than for other pupils. This slows reading and comprehension progress in subsequent years, and can have a negative impact on behaviour for learning.
2	A significant number of pupil premium pupils (60%) present with mental health issues that have been caused by home life, poverty and family breakdown. This leads to behavioural issues in school, which then has a detrimental impact on their academic progress (and potentially that of their peers.)
3	One third of our disadvantaged pupils also have diagnosed SEND. This is an added barrier to achievement,
4	Some low income families find it hard to afford uniform, some essentials including healthy food stuffs and extra enrichment activities.
5	Attendance continues to be an issue for some pupil premium pupils. In 21/22, the most complete data is overall attendance of school was 95.5%, for pupil premium it was 93.21%. At time of writing (14/11/22) attendance is 95.6% for all, and 92.7% for pupil premium.

## 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
All children will have their communication needs addressed. This will help their ability to meet the C&L goals in EYFS, and raise attainment in reading at both KS1 and KS2.	GLD for C&L in EYFS is in line with national average. Pass rate for phonics screening checks is at least in line with the national average.
Children who present with mental health issues have their needs met through a range of interventions and therapies funded by the pupil premium.	Pupils entitled to pupil premium are not disproportionately reflected in the school's behaviour sanctions (shooting stars, good to be green, exclusion etc)
All children have access to all activities, uniform and other resources.	No child misses a trip, a treat or is unable to have school uniform, including PE kit.
The attendance of pupil premium pupils is the same as that of all other children.	The attendance gap is within 1% point of all 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 (for example, CPD, recruitment and retention)

Budgeted cost: £0 (We are not using pupil premium to support Quality First Teaching this academic year)

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

Budgeted cost: £30,262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased hours for teaching assistants to provide a range of support including same-day intervention, boosting and structured interventions outside of core learning times.</i>	<i>Same day intervention and pre-teaching (done outside of core learning) has a positive impact. Structured interventions also have a positive impact but should not reduce the amount of QfT.</i>	3
<i>Additional contribution towards school-led tutoring for Y5 and Y6 pupils by an experienced and qualified teacher to address any gaps</i>	<i>An experienced upper KS2 teacher, will deliver these sessions, taking the lead from the class teacher. This will help Y5 meet the challenges of Y6 more</i>	3

<i>in learning ahead to ensure that pupils are secondary ready. This is additional to our academic mentor who supports pupils in Y3 and 4. All disadvantaged pupils in KS2 will receive 15 hours of tuition as part of school-led NTP.</i>	<i>confidently and will ease the transition to Y7, improving the chance of success at secondary school.</i>	
<i>Provide RS Shine, which allows an analysis of assessment and identifies targeted intervention for TA to use.</i>	<i>Targeted intervention from TAs has more impact than general classroom support.</i>	3
<i>Provide additional TA time to deliver NELI (EYFS) and Talk Boost (Y1/2)</i>	<i>NELI is a proven resource for improving speech and language skills in EYFS. In 2020, we used PP to provide CPD in Talk Boost and this had a positive impact on S&amp;L when we have used it in the past.</i>	1

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

Budgeted cost: £28,879

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Pastoral Support to support children and their families; apply for charitable sources of help; manage CIN and CP casework; match pupils with appropriate mental health support.</i>	<i>Ensuring the mental health and wellbeing needs of pupils are met is known to positively benefit learning in the classroom.</i>	2 and 5
<i>Regular attendance report for pupil premium generated monthly. Pastoral lead to identify trends and contact parents to support them with attendance.</i>	<i>Regular attendance is a critical factor in raising attainment.</i>	3 and 5
<i>Provide 'Tappy Twins' psychotherapy for identified children.</i>	<i>This support improves the mental wellbeing of our pupils, helps them deal with problems and access their learning better and improves behaviour in school.</i>	2 and 5

	<i>Some children are targeted for this support, sometimes it is reactive to need.</i>	
<i>Support pupils with extra-curricular costs, school trips, uniform, after-school club.</i>	<i>No child should miss out on any opportunity because of financial difficulty. Having the correct uniform, sports kit, access to after-school club benefits self-esteem and health in general.</i>	4

**Total budgeted cost: £59,141**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In EYFS, of the 8 children who were targeted for NELI, 5 of them reached the expected standard in speaking. For the other 3, the Language Screen assessment completed indicated no concerns for 2, and slight concern for 1 child.*

*Our end of Key Stage 1 teacher showed the following. In reading and writing, 60% of Pupil Premium pupils achieved the expected standard. In maths, this was 30%, with another 30% only just short of the standard.*

*Our end of Key Stage 2 SATs data, showed that 43% of Pupil Premium pupils achieved Age Related Expectation in Reading. They had a scaled score of 99.3 which demonstrates that despite 87% of them having identified SEND, their attainment was only 0.7 marks short of the expected standard for ALL pupils.*

*In writing, 29% achieved ARE+. However, one pupil made accelerated progress from PKS to WTS, and one pupil progressed from WTS to GD. Three children made expected progress and one child did not.*

*In maths, 71% achieved ARE+. They had an average points score of 99.4. One child progressed from PKS to ARE.*

*Our data shows that whilst there is a gap in attainment outcome between pupil premium pupils and non-pupil premium pupils, this does narrow over their time at the school. One third of our pupil premium pupils have SEND and this also impacts on their attainment. Therefore, the focus is always on removing barriers to progress for all pupils.*

*Attendance of pupil premium pupils was also lower. This reflects the national picture. In the summer of 2022, the attendance for PP pupils was 93.2, for all pupils it was 95.5%, a gap of 2.3%. Our aspiration is to reduce this to a gap of 1% or less.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning
Talk Boost	iCan