

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	Hallaton CE Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	2.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	Implemented from September 2022 revised November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Stevens Headteacher
Pupil premium lead	Claire Stevens Headteacher
Governor lead	Ali Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4155.00
Recovery premium funding allocation this academic year	£0
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	£4155.00

Part A: Pupil premium strategy plan

Statement of intent

- *Our aim is to ensure that all children, including those that are disadvantaged, have access to a rich, balanced and well taught curriculum that enables them to achieve to their full potential. We are ambitious for all pupils, irrespective of their background and personal abilities or needs. At the same time, we recognise that all children are unique. Our aim is to ensure that is recognised in the way that we teach and support our children academically, socially, and emotionally.*
- *It is our intention to support our disadvantaged children in a way that puts their wellbeing at the heart of what we do, as we recognise that there are potential barriers to learning and self-esteem for some of our children.*
- *We have a variety of systems in place to ensure early identification of barriers to learning. This includes both formal assessments and adult observations. Through staff meetings, pupil progress discussions, etc. we jointly organise strategies such as interventions to support those children in need. As well as internal support, we look externally for additional resources that will enhance the provision that we are able to offer our children. Our aim is to give all children a variety of opportunities as we know the positive impact that this can have on every individual.*

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within the school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high-quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work or 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential visits, first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and the SENDCO will identify and plan specific interventions and support for individual pupils which will be reviewed regularly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high-quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social/Emotional/Mental Health needs SEMH issues (e.g. Attachment, anger management and low self-esteem) for many of our pupils eligible for PP are having a detrimental effect on their learning and academic progress as they aren't always 'ready to learn'.
2	Narrowing the attainment gap across Reading, Writing, Maths and Science Entry baseline in basic English and Maths; as well as poor oral skills. These are poorer in some PP students than others. This has slowed academic progress in subsequent years, especially in reading. Some of our PP children are also SEND. Their SEND complexities affect academic progress.

3	<p>How to structure and apply oracy skills across the curriculum</p> <p>Some PP pupils find it challenging to know how to structure and apply their basic oracy skills across the curriculum which ultimately impacts on them achieving the expected writing standard at the end of KS2</p>
4	<p>Behaviour/Attitudes to Learning and Wellbeing</p> <p>Behaviour issues for a small number of pupils (eligible for PP) are having a detrimental effect as they are unable to take responsibility for and control their behaviour, therefore impacting on their learning and ultimately their academic progress.</p>
5	<p>Wellbeing, Emotional and social difficulties. The pandemic and lockdowns have further affected children's emotional resilience and their ability to learn important life skills such as communicating and socialising effectively with others.</p> <p>Financial constraints that hinder access to extra-curricular activities including after-school, sports clubs, trips, residentials, new school uniforms, etc.</p>
6	<p>Wider opportunities to participate in learning beyond the school day</p> <p>A smaller number of PP eligible pupils have less opportunity to participate in learning beyond the school day e.g. after school clubs</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>Progress in Reading, Writing and Mathematics.</p> <p>Disadvantaged pupils maintain at least the standard of achievement they achieved the previous year</p> <p>To ensure that children receive targeted high-quality intervention</p>	<p>Achieve national average progress scores in KS1 and KS2 Reading, Writing and Maths</p> <p>Pupil Premium Children will be tracked termly and progress monitored in termly Pupil Progress meetings.</p> <p>End of Year Teacher assessments will show that disadvantaged children have made expected progress from the previous year.</p> <p>Analysis of interventions will show that they have had a positive impact on learning and have accelerated progress.</p>
<p>Pupils and families with identified SEMH needs are well supported by school staff so that needs are removed or alleviated.</p>	<p>SEND/CO/Headteacher identify and support families and children, working with them to remove barriers to learning. Children and their families will have support within the school and be signposted to external agencies who will provide additional help.</p> <p>Pupil and parent feedback will show that parents/children of disadvantaged families feel supported and listened to.</p>
<p>Improved attitudes to learning and 'ready to learn' strategies e.g. Sensory Circuits</p> <p>School will deliver an engaging, broad and varied curriculum</p>	<p>Reduction of behavioural incidents.</p> <p>Positive comments from children.</p>

	<p>Pupil observations show improved learning behaviours</p> <p>Children will have access to a wide range of social, cultural, enrichment and sporting experiences within the school day.</p> <p>Teachers and support staff will plan a wide range of visits and enhance learning.</p>
To improve phonics and reading outcomes for disadvantaged pupils, including enriched understanding and use of a wide range of vocabulary.	<p>Children will make progress in line with the national average expectations, or higher than expected progress.</p> <p>Children's understanding and use of vocabulary will improve.</p>
To improve writing outcomes for disadvantaged pupils.	<p>Children will make progress in line with the national average expectations, or higher than expected progress. They will become more independent at:</p> <ul style="list-style-type: none"> • using the correct phonemes/spellings and use of common words, • punctuated and grammatically correct writing, • drafting/editing of own written work. <p>The above will be age related</p>
To improve maths outcomes for disadvantaged pupils	<p>Gaps in basic mathematical knowledge will be addressed, giving children the skills and confidence to meet national average expectations or higher.</p>
To ensure relevant SEND provision is in place for disadvantaged pupils and further enhance this through relevant CPD for teachers and teaching assistants	<p>Children with specific needs will be supported in a way that it enables them to achieve the best possible outcomes, despite their personal learning and/or behavioral difficulties.</p>
<p>To improve the wellbeing of pupils</p> <p>To improve attendance for a minority group of children to ensure both academic and social success.</p>	<p>Children will be able to work more independently and have improved resilience.</p> <p>They will interact well with others, forming reciprocated friendships that enhance the wellbeing of all.</p> <p>Children will participate in activities that benefit their health, team spirit and mindset.</p> <p>Children's attendance will be good, in the present context of isolation requirements due to COVID.</p>

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: £2425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) Training through Leicestershire Psychology Services	A member of staff will be trained as an ELSA to enable the school to respond to the emotional wellbeing of children who may have additional barriers to learning £625 EEF Social and Emotional Learning	5 but this will hopefully also impact on 1, 2 and 3 as well
Release time for SEND, English and Maths leads enabling them to participate in CPD and further support their colleagues	Release time for our coordinators to enable them to access CPD and further support their colleagues, which will ultimately impact on provision/outcomes for pupils. 'After identifying pupils in need ... school leaders should seek relevant and robust evidence on which approaches are most likely to provide appropriate and effective solutions.' Pg 10 of Guide to the Pupil Premium Autumn 2021 See also EEF Attainment Gap Report 2018 <u>Approx. £900</u>	All areas
Focus on phonics and reading in early years, plus continued strategies to support those who have persistent difficulties in acquiring age-related phonic/spelling/reading skills.	'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus on proven ways of teaching, such as tried and tested continuing professional development courses and feedback methods'. Pg 12 of EEF Attainment Gap Report 2018 Time for NPQLL course 'The gains from smaller classes sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.' EEF Reducing Class Size <u>Approx. £900</u>	1, 2 and 3 All areas

Teacher and teaching assistant trained to use NELI to develop children's vocabulary, listening and narrative skills in their early years.	NELI has demonstrated its potential to support young pupils in need of support with spoken language. 'There is a wealth of evidence to show that early intervention has great potential to narrow gaps,' EEF Summary	1 and 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targets and timetables 1:1 or small group interventions with a qualified teacher.	Through identified areas of difficulties, planned teaching sessions will be delivered so that individuals can benefit from quality teaching that meets their individual needs. EEF one to one tuition EEF Small Group tuition	All areas but largely 1, 2 and 3
Targeted and timetabled 1:1 or small group interventions with Learning Support Assistant (LSA) Differentiated and targeted activities during whole class sessions	Through identified areas of difficulties, planned sessions will be delivered so that individuals can benefit from additional support that meets their individual needs. This includes activities such as: <ul style="list-style-type: none"> • additional phonics learning • additional reading including comprehension strategies • spelling programmes • pre-learning before independent work • intervention to address gaps or misconceptions in writing and mathematics See links above as well as: EEF Phonics EEF Reading Comprehension EEF Teaching Assistant Interventions	All areas but largely 1, 2 and 3

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion in wider activities undertaken through opportunities offered such as after-school club, sports, trips and residential (Kingswood £300)	<p><u>EEF Guide to Pupil Premium</u> See wider strategies</p>	5
Uniform, milk, resources provided as necessary according to needs, including resources for learning at home.		
Time given to support families with specific needs e.g. attendance concerns, social and emotional difficulties, etc.		

Total budgeted cost: £ 4155

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022 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 2021-22 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?

Through LSA support SENDCO and Teacher release time provided a variety of interventions for our Pupil Premium children in key areas such as: phonics, reading, Spellings, mathematics, emotional and social support. Assessments show some improvement over time.

Small class sizes have been maintained for Key Stage One. A high teacher to pupil ratio was achieved, giving our children more focused support and quality feedback.

Our pupil premium children were able to access extra-curriculum opportunities to enrich the curriculum. Covid and the lockdown did impact on this, with our residential being cancelled and many trips not going ahead. This, however, has led to a planned variety of activities for 2021 onwards, the cost of which will be subsidised e.g. Woburn, Parliament, Forest school.

Teacher and LSA training, bought in professional services. Despite the pandemic, this is one area that we were able to continually improve on during the academic year. Members of staff received phonics and reading training to further improve their ability to support our children with interventions and in class support.

Staff also received training on a variety of courses such as Team Teach and therapeutic play 2 training. This has enabled us to better understand children's behaviours and given us the tools and skills to provide targeted support. We have seen a benefit from this, especially given that the lockdown added further anxieties/social difficulties for some children upon their return to school.

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
TT Rockstars	TTRS
NFER Reading Comprehension	NFER
Headstart Maths	Headstart Primary LTD
HAST Spelling	Helen Arkell Dyslexia Centre

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.