# Pupil premium example 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 |
| Hapton C of E/Methodist Primary School | |
| Number of pupils in school | 124 |
| Proportion (%) of pupil premium eligible pupils | 23%  (as per Sept 21 school led allocations; 26 PP, 5 post LA, 1 service child) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Amourelle Leyland, Headteacher |
| Pupil premium lead | Amourelle Leyland, Headteacher |
| Governor | Kimberley Saville – Pupil Premium Governor |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £41,492 |
| Recovery premium funding allocation this academic year | £4495 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £45,987 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Hapton C of E/Methodist Primary School, we aim to provide a quality of education that is equal for all our children, irrespective of background. This includes high quality teaching, appropriate resources and wider experiences that will enhance our children’s learning and personal development.  When deciding how our Pupil Premium Funding should be allocated, we consider carefully the context of our school and the challenges and potential barriers we face. We use EEF based research to support our decisions about the impact of various strategies and their value for money.  Common barriers for our disadvantaged children are; less support at home, poor language and communication skills (which then leads to weaker phonics and early reading development), lack of confidence and increased anxiety which then leads to children not being ‘ready to learn’ in school. There may also be complex family situations that prevent children from flourishing and reaching their full potential.  Our ultimate objectives are:   * To narrow the attainment gap between pupil premium children and their peers * For all our pupil premium children to make or exceed age range expectations * To support our children’s health and wellbeing to enable them to access learning at an appropriate level   We aim to do this through:   * Ensuring that teaching and learning opportunities meet the needs of all pupils * Ensuring that appropriate provision is made for children who are vulnerable * When making this provision we recognise that all children who receive free school meals may not be socially disadvantaged * Equally, we reserve the right to allocate Pupil Premium Funding to support any groups of children that the school has legitimately identified as being socially disadvantaged * Pupil premium funding will be allocated following a needs analysis that will identify our priority classes, groups and individuals.   Achieving our aims:   * Ensuring that all teaching is good or outstanding – therefore ensuring all our children receive a high quality of education * Small group interventions * 1:1 support where appropriate * External providers brought in to enhance the wider curriculum and personal development * Subsiding various activities, educational visits or residential trips. * Family learning mentor to support individuals, groups and work with our families |

## 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 | Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils |
| 2 | Narrowing the attainment gap across Reading, Writing and Maths |
| 3 | Low resilience and aspirations, particularly in our more disadvantaged pupils |
| 4 | The health and wellbeing of many of our disadvantaged pupils is a concern and is impacting on their readiness to learn |
| 5 | Ensure that our intervention timetables are updated regularly so the children are receiving what they need |

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## 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 |
| Improved oral language skills and vocabulary | Assessments and observations indicate significantly improved oral language among disadvantaged pupils |
| Progress in Reading | Achieve national average progress scores in KS2 Reading |
| Progress in Maths | Achieve national average progress scores in KS2 Maths |
| Progress in Writing | Achieve national average progress scores in KS2 Writing |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Children will demonstrate resilience and have high aspirations for their future. They will be happy and settled in school and ready to learn. |

**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: £25,987

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Consistent, full time teaching assistant support in every class. | EEF Research  All members of our school community benefit from consistent staff in classes. Parents and families know who to approach. Staff and pupils develop strong relationships with one another. | 1, 2, 3, 4, 5 |
| CPD – Twilight Autism Training | EEF Research  Staff are all equipped to support children’s needs | 1, 2, 3, 4, 5 |
| CPD – Twilight Team Teach Training – Positive behaviour management and de-escalation | EEF Research  Staff are trained in positive behaviour management and de-escalation | 2, 4 |
| CPD – individual staff CPD related to their year group, subjects and SIP | EEF Research  Staff leading subjects in school are well equipped to lead their subject across all year groups. Through CPD, they develop and build on their own knowledge, allowing them to support and advise on the teaching of their subject | 2, 3, 4, 5 |
| We will continue our journey with the Maths Hub for a second year. This includes CPD for the two lead teachers and release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (Including Teaching for Mastery training) | 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:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf>  The EEF guidance is based on a range of the best available evidence:  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3> | 3 |

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

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole School intervention with SB | EEF Research  Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils. | 2, 3, 4 |
| KS1 intervention with CC | EEF Research  Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils. | 2, 3, 4 |
| KS2 intervention with RV | EEF Research  Small group intervention allows any gaps in knowledge to be addressed. It also allows misconceptions to be looked at more deeply. Small group work also allows us to challenge our more able pupils. | KS1 intervention with CC |
| Engaging with the National Tutoring Program 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. | Tuition targeted at specific needs and knowledge gaps in KS2 to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |

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

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of a Family Learning Mentor 4 days per week | EEF Research  1:1 sessions with the learning mentor and pupils are highly beneficial and address attitudes to learning and behaviour. Regular contact or 1:1 meetings with parents and families also help to engage and reiterate expectations. | 5 |

**Total budgeted cost: £45,987**

# 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.

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| 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. Internal data showed that disadvantaged pupils seemed to suffer with attainment in KS1 and attainment was also lower than their peers in KS2. However, staff are confident, with a full, consistent year in school these pupils can make the progress they need to remain on track.  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. 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. |

## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | We use our Family Learning Mentor to promote the emotional wellbeing and academic achievement of service children. They help pupils create ‘still photo books’ and ‘talking photo books’ to stay connected to their deployed parent. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided. |