

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

Detail	Data
School name	Hedon Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2021
Date this statement was published	9th November 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Head teacher
Pupil premium lead	Amanda Barnett
Governor / Trustee lead	Allan Maltby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56085
Recovery premium funding allocation this academic year	£12617
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	£68702

Part A: Pupil premium strategy plan

Statement of intent

At Hedon Primary School we strive to elicit high outcomes for disadvantaged children and to narrow any attainment gap between contrasting groups. Our strategy takes into account accurate assessments which establish pupils starting points and is planned to meet the needs presented termly. Our strategy is built from research understanding and ensures maximum progress for all.

Challenges

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

Challenge number	Detail of challenge
1	Limited exposure to vocabulary and adult modelling accurate sentence structure leads to low communication, language and literacy levels on entry to the school.
2	Lack of social interaction during COVID Lockdowns has led to anxiety, attachment difficulties and low self care/management skills.
3	Lack of aspirations lead to pupils and their parents having low expectations of themselves. This leads to low drive and desire particularly in Maths.
4	Attendance for pupil premium children is lower than that of non-pupil premium children. These children are less likely to attend on time and were less likely to have access to online learning/online programmes/home reading over periods of lockdown and beyond despite being offered school places or loaned electronic devices.

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
Pupils will not be hindered by low levels of language, communication and literacy. There will be no discernible difference in	EYFS, KS1 and KS2 phonics, reading and CLL outcomes will be further in line with Non Dis/Ad pupils - gap of 10%.

the understanding or use of vocabulary between pupils of similar age/ability regardless of background.	KS2 writing outcomes will see an overall improvement for D/Ad pupils with gaps narrowed to 10%.
Confidence and emotional wellbeing of pupils does not negatively impact on the progress and D/Ad pupils and all pupils have the highest expectations of themselves in terms of behaviour for learning.	Dis/Ad pupils will make good progress from their starting points. NFER test scores of Dis/Ad pupils will be closer to 100. KS1 and KS2 scores will also move to nearer National Expectations.
Pupils will be motivated and understand that they can achieve anything they put their mind to.	Teachers of D/Ad pupils will report tangible improvements in perseverance and motivation during PPM. KS2 combined outcomes see overall improvement reflecting increased engagement and perseverance.
Attendance for PP pupils will be in line with Non Dis/Ad pupils.	Attendance and punctuality of D/Ad pupils will increase by at least 2% to move further in line with non D/Ad pupils. The number of reads will increase for D/Ad pupils as will the number of times they access IT packages at home. Parental attendance at events will be 75%.

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: £Talk for Writing training - £1200 (Splitting cost with another school)

Vocabulary display resources = £100

KS2 books = £1000

Phonics Training/ Hub Visit Cover = £900

Phonics scheme costs = £450

New phonics readers = £2000

Reading for pleasure books = £600

Dictionaries and thesaurus = £350

Additional TA for phonics WC sessions and interventions = £7400

Release time for Literacy Lead = £3000

Competition Prizes = £200

TOTAL = £17150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk for Writing CPD - Bronze package. Ensuring pupils use scaffolds for writing alongside increased talk to ensure writing standards rise.</p> <p>Talk for writing and small group strategies with pupils around storytelling and summarising stories</p> <p>CPD and ongoing support for staff to develop Little Wandle Letters and Sounds phonics. Resources purchased to ensure parity across the school. Reading books purchased to ensure phonics readers match pupils' phonics understanding.</p>	<p>In 'Speak first to close the language gap' Josh Hillman (Director of Education, Nuffield Foundation') states that once progress has been made in speaking and listening, pupils are better equipped to move on to activities designed to support phonological awareness and letter-sound knowledge, as a foundation for learning to read. In this way, targeted support for small groups of pupils reinforces and complements phonics programmes in the wider curriculum. Talk for Writing is supported by Judith Hochmans research and writing in her book The Writing Revolution. Hockham notes that pupils need explicit instruction in writing; sentences are the building blocks of all writing; when embedded in the context of the curriculum, writing instruction is a powerful teaching tool; the context of the curriculum drives the rigour of the writing and that the two most important phases in the writing process are planning and revising.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress (EEF). Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than</p>	<p>1</p>

	<p>other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Numerous studies have also shown how</p> <p>high quality first teacher is the best way to close the attainment gap.</p>	
<p>CPD and standardised vocabulary displays across the school with increased reference to vocabulary cyclically to ensure retention and increased application/use of new vocabulary. Ensure all pupils have access to and can use dictionaries appropriate to their age.</p>	<p>EEF research outlines the vital importance of language development to attainment and progress. Mary Myatt, in her book <i>The Curriculum Gallimaufry to Coherence</i>, states that deliberately building vocabulary is one of the most important things we can do as teacher in order to close the gap. She identifies that lack of vocabulary holds a back a pupils' ability to think, speak, read, comprehend and write. Evidence shows that pre-teaching vocabulary has considerable benefit.</p>	
<p>CPD to ensure increased use of high quality texts, artefacts and videos across the school in all subjects.</p> <p>Audit of current reading and library books to evaluate level of language and sophistication of vocabulary. Research new titles and gradually increase access to books with more sophisticated language over 3 years of the strategy.</p> <p>Purchase of 'reading for pleasure' books to</p>	<p>In the EEF research and guidance 'Oral Language' - studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. This is also aligned with EEF parental engagement guidance and their research both on language and vocabulary. Ensuring vocabulary is 'sticky' is encompassed in the book <i>Rosenshine's Principles in Action</i> by Tom Sherringham. He pulls the 10 principles of instruction into four stands. The first and third of which are most important in this context; Sequencing concepts and modelling and reviewing material. In this way,</p>	

go home weekly for parents to enjoy with their child. Parental 'Stay and..' sessions to model reading aloud.	teachers can be more effective in dealing with the limitations of working memory and ensure pupils know more and remember more.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ELSA Time costs = £3700

CPOMS recording system = £595

Nursery Nurse costs = £5400

TOTAL = £9695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ELSA training and in place by January 2022.	EEF research 'Social and emotional learning' shows that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. These skills are embedded in our whole school ethos which EEF research identifies as key to maximum effect.	2
ELSA time designated across the week in both Key Stage 1 and Key Stage 2 for both group and individual interventions according to need. Additional in class interventions/friendship groups etc planned through PPM.	EEF research 'Social and emotional learning' states that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	
Ensure continued focus on disadvantaged pupils within PPM, the	ER ASPIRE meta-study document outlines how collected evidence and data should be used to establish and ensure interventions	

<p>creation of a suite of appropriate interventions based around identified barriers to learning, and the creation of a bank of resources and strategic approaches to support disadvantaged pupils in the classroom. Fulltime Nursery Nurse to be part funded for a very small EYFS class to ensure appropriate early intervention.</p>	<p>are carefully targeted to meet specific needs. This includes wave 1 and 2 teaching. This is also referenced in 'Teaching Backwards' by Andy Griffith. He states that research shows that identifying pupils starting points enables teachers to identify misconceptions, use time wisely to intervene, build a sense of competence and engagement in the learner and measure impact more easily.</p>	
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Budgeted cost: £Additional TA for Maths Interventions = £7400

Top Up of 1 to 1 tuition paid for by Recovery Premium = £6514.91

Release time for maths hub meetings = £600

MNP resources = £6000

Maths lead release time = £6184

Additional Intervention costs = £250

Number Shed = £195

TT Rockstars = £250

Good1Learn = £500

LBC Homework Books = £2000

Continued TA support for Y5/6 including release time for Success at Arithmetic and small group intervention = £9075

TOTAL = £38268.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training to continue in MNP - Mastery approaches through Maths Hub. Staff new to Y 4 and 1 to visit MNP School.</p>	<p>ER ASPIRE meta-study document outlines how collected evidence and data should be used to establish and ensure interventions are carefully targeted to meet specific needs. This includes wave 1 and 2</p>	<p>3</p>

<p>Gap analysis and PPM used to ensure sharp focus on progress for all. Use bespoke interventions as necessary 1 to 1 tuition, small group tuition, Power of One/Two, TTRockstars, Pre-learning, Tough Ten sessions daily.</p>	<p>teaching.</p> <p>Academics such as John Hattie, Robert Marzano and Dylan Williams as well as well-respected organisations such as the Sutton Trust, all urge us to recognise that a high expectations culture makes a huge difference to achievement in school. Mastery maths celebrates this culture and encourages pupils to really think through and explain their ideas.</p>	
<p>Homework links to high aspirations and learning beyond the classrooms.</p>	<p>EEF Research on working with parents outlines how school communication should be tailor to encourage positive dialogues about learning. John Tomsett describes the Curriculum as a matter of social justice. High expectations and aspirations allow disadvantaged students to enter challenging professions.</p>	
<p>Increase 'soft' parental engagement activities such as 'Stay and..' sessions and coffee mornings.</p>	<p>EEF research found that parental engagement has a positive impact on avrge of 4 months' addiotnal progress. It states that engaging with all parents is crucial to avoid widening attainment gaps. It also recognises that starting parental engagement when a child is younger has a greater degree of success.</p>	

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

Budgeted cost: £EWO costs = £3000

Additional attendance time in school for admin = £700

TOTAL = £3700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotional	The link between regular	4

<p>campaigns to highlight the link between attendance, punctuality and achievement using website, leaflets, banners and social media.</p>	<p>attendance at school and academic attainment are causational and heavily researched. Pupils are heavily reliant on parents to ensure they get to school on time at primary level. Parental engagement is a logical approach within this context. DFE research in 2016 found that pupils with no absences are 2.2 times more likely to achieve 5* GCSEs at A*-C. It is vital that as a primary school we instil good habits in our pupils and their families to maximise their chances of educational success.</p>	
<p>Focussed fortnightly work by LA EWO to support attendance across the school and track pupils carefully.</p>	<p>The link between regular attendance at school and academic attainment are causational and heavily researched. Pupils are heavily reliant on parents to ensure they get to school on time at primary level. Parental engagement is a logical approach within this context. DFE research in 2015 also found that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of Key Stage 2.</p>	
<p>In school attendance work to ensure registers allow EWO to track accurately and contact/work with parents as necessary.</p>	<p>The link between regular attendance at school and academic attainment are causational and heavily researched. Pupils are heavily reliant on parents to ensure they get to school on time at primary level. Parental engagement is a logical approach within this context.</p>	

Total budgeted cost: ££69313.91

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.

Improvement in reading of D/Ad pupils to be in line with non D/Ad pupils in school. Focusing on communication and language in EYFS.

Steady improvement seen over the past two year although COVID closures have prevented a more rapid closing of the gap. PPG funding spent on training and materials/resources. Early identification of pupils in need of speech and language support has led to improved outcomes for these pupils.

Improvement in Maths of D/Ad pupils to be in line with non D/Ad pupils in school. This will include parents being in a better place/more confidence to support their child.

Introduction of Maths No Problem! has had a clear impact on previous under performance, however too many pupils still remain far away from where we would like them to be. COVID Closures are a significant factor in this. resilience is increasing and pupils are beginning to journal more confidently. parental events were again limited due to COVID restrictions but attendance at parents evening has increased for PP Pupils particularly using phone appointments.

Improvements in Phonics of D/Ad pupils to be in line with non D/Ad pupils in school.

Phonics outcomes have been significantly impacted by COVID closures. Year 2 are now Key Stage 2 ready but Year 1 pupils were most affected by lockdowns and remain significantly behind where we would like them to be.

Increased numbers of pupil premium children will attend clubs, music sessions and take part in sporting events.

Increased numbers of pupil premium children will attend clubs, music sessions and take part in sporting events. Due to COVID, the school has had limited clubs running and external sporting events have not taken place. Attendance of PP Pupils is high for the clubs we currently fund for free places for all.

Emotional Literacy Support in place for all pupil premium children that need it throughout the year ensuring pupils are best placed to make rapid progress.

All pupil premium children requiring Emotional Literacy Support took part in one to one or small group sessions. These children reported an increased confidence after sessions. As they are more confident and settled, they will make accelerated progress. Behaviour incidents are minimal. External support for families was initially up 10 fold.

As support has had a positive effect, the numbers supported by external bodies has diminished.

Externally provided programmes

Programme	Provider
Talk for Writing	Talk for Writing - Pie Corbett
Little Wandle Letters and Sounds	Whitby English Hub
Maths No Problem!	Maths No Problem!

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One to one support in maths and reading. Emotional Literacy Support.
What was the impact of that spending on service pupil premium eligible pupils?	ELSA enables pupils to attend school calmly with fewer tearful periods. They children formed a good relationship with the member of staff supporting them and can now articulate their feelings and worries. Children continues to work within age related expectations and increasingly at greater depth as a result of careful support and challenge.

Further information (optional)

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Jon Robson

