**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 | 158 |
| Proportion (%) of pupil premium eligible pupils | 25.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 9th November 2021 |
| Date on which it will be reviewed |  |
| 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 | £46640 |
| 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 | £46640 |

**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. |
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**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 the understanding or use of vocabulary between pupils of similar age/ability regardless of background. | EYFS, KS1 and KS2 phonics, reading and CLL outcomes will be further in line with Non Dis/Ad pupils - gap of 10%. 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)

KS2 books = £500

Phonics Training/ Hub Visit Cover = £500

Phonics scheme costs = £750

New phonics readers for Key Stage 2 = £500

Reading for pleasure books top up = £100

Additional TA for phonics WC sessions and interventions = £7400

Release time for Literacy Lead = £3000

Competition Prizes = £200

TOTAL = £14150

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Talk for Writing CPD - Bronze package. Ensuring pupils use scaffolds for writing alongside increased talk to ensure writing standards rise.  Talk for writing and small group strategies with pupils around storytelling and summarising stories  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. | 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.  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 other approaches to early reading (such as whole language or alphabetic approaches).  Numerous studies have also shown how high quality first teacher is the best way to close the attainment gap. | 1 |
| 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. | EEF research outlines the vital importance of language development to attainment and progress. Mary Myatt, in her book The Curriculum Gallimaufry to Coherence, states that deliberately building vocabulary is one of the most important things we can do as teachers in order to close the gap. She identifies that lack of vocabulary holds back a pupils’ ability to think, speak, read, comprehend and write. Evidence shows that pre-teaching vocabulary has considerable benefits. |
| CPD to ensure increased use of high quality texts, artefacts and videos across the school in all subjects.  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. 2nd year focus on equality and diversity in texts.  Purchase of ‘reading for pleasure’ books to go home weekly for parents to enjoy with their child. Parental ‘Stay and..’ sessions to model reading aloud.  Introduction of structure story time in EYFS and Year 1. | 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 Rosenshine's Principles in Action 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, teachers can be more effective in dealing with the limitations of working memory and ensure pupils know more and remember more. |  |

**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. Ongoing training in areas of specialism needed including supervision for both ELSA. | 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 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. | 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 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. |  |

Budgeted cost: £Additional TA for Maths Interventions = £7400

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

LBC Homework Books = £2500

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

TOTAL = £32454

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Staff training to continue in MNP - in house training focussing on journalling and reasoning. Staff new to school to visit other classrooms to see good practise.  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. | 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 teaching.  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. | 3 |
| Homework links to high aspirations and learning beyond the classrooms. | 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. |
| Career's Mark audit and action plan completed. Activities to increase pupils' jobs and skills for life awareness. | EEF research shows that careers education works best if it is targeted from an early age. It found that children who have a good understanding of what they need to do in school to achieve their ambitions do a lot better economically later in life. This may not specifically be careers related education directly but a focus on the key skills required for employment. |  |

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

Budgeted cost: £EWO costs = £3500

Additional attendance time in school for admin = £700

TOTAL = £4200

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Promotional campaigns to highlight the link between attendance, punctuality and achievement using websites, leaflets, banners and social media. | 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 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. | 4 |
| Focussed fortnightly work by LA EWO to support attendance across the school and track pupils carefully. | 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. |
| In school attendance work to ensure registers allow EWO to track accurately and contact/work with parents as necessary. | 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. |

**Total budgeted cost: ££**60499

**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 2022 to 2023 academic year.

| **EYFS, KS1 and KS2 phonics, reading and CLL outcomes will be further in line with Non Dis/Ad pupils - gap of 7%. KS2 writing outcomes will see an overall improvement for D/Ad pupils with gaps narrowed to 7%.**  EYFS CLL result - 94.4% National -79.8%. There were two disadvantaged pupils in EYFS. One of these pupils met the Early Learning goal for CCL.  EYFS phonics - 70% on track. One disadvantaged pupil was on track at the end of EYFS.  Y1 Phonics - All pupils 93% (National 79.5%) School Dis/Ad pupils - 100% Non D/Ad - 93.7%  Y2 Phonics - All pupils 96% (National 89%) School Dis/Ad pupils - 89% (1 pupil) Non D/Ad - 100%  Y2 Reading - All pupils 81% (National 69%) School Dis/Ad - 67% Non D/Ad - 79%  Key Stage 2 Writing - All pupils 70% (National 61%) Dis/Ad - 56% Non D/Ad -79%  **KS1 and 2 outcomes for D/Ad pupils will be within 10% of levels for non D/Ad pupils.**  NFER Reading scores for D/Ad pupils in all classes were closer to 100 than in December 2021 except Y2.  NFER Grammar, Punctuation and Spelling scores for D/Ad pupils in all classes are above 100 except Y5.  NFER Maths scores for D/Ad pupils in all classes were closer to 100 than in December 2021.  D/ Ad KS1 and 2 scores all moved closer to National.  **Specific focus on reasoning and journaling linked to resilience will lead to Maths outcomes for D/Ad pupils being within 7% of Non D/Ad pupils.**  KS2 maths improved in 2023 due to the perseverance and motivation pupils had post COVID. This was not however enough to ensure National expectations were met.  KS2 combined data - 27.6% (2022) 45.5% (2023)  **Attendance and punctuality of D/Ad pupils will increase further 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 80%**  Overall attendance remains above National. Pupil premium children, especially those with SEN, were more likely to be absent than Non D/Ad pupils. Action has been taken as appropriate.  Number of reads logged per week has increased across D/Ad pupils as shown through diminishing attendance at reading club.  Parental attendance overall across the school was 81% but this dramatically alters linked to cohort and age of pupil. |
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**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. These children formed a good relationship with the member of staff supporting them and can now articulate their feelings and worries.  Children continue to work within age related expectations as a result of careful support and challenge. |

**Further information (optional)**

| D/Ad pupils are tracked termly using NFER data for core subjects and tracking grids for other curricular areas. Targeted support is altered and amended at this time through pupil progress meetings.  D/Ad pupils are encouraged to join pupil voice groups such as School Ambassadors, Eco- Council or Junior Road Safety Officer and are always included in SLT pupil voice work. |
| --- |