

Hindlip 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	Hindlip CE First School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alex Gromski, Executive Head
Pupil premium lead	Alex Gromski
Governor lead	Matthew Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19136
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£21166

Part A: Pupil premium strategy plan

Statement of intent

As with every child in our care, a child who is eligible for the Pupil Premium Grant is valued, respected and entitled to achieve their very best irrespective of their background or the challenges they face. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to overcome barriers whether they are to learning, behaviour, self-confidence or social skills. This reflects our ethos of 'Love and respect ourselves, others and God's world' and our Christian Vision to serve with Grace and do our very best for every member of our school community.

The approaches used have proven to be effective in improving the achievement and opportunities for disadvantaged pupils. These approaches include: High-quality teaching and targeted academic support, with focus upon areas that we have identified where disadvantaged pupils require the most support. This is proven to have a strong impact on closing the gap between disadvantaged and non-disadvantaged pupils in our setting, as well as benefitting all pupils. Our high expectations for all pupils ensure that the progress of our disadvantaged pupils is sustained, including those who are already high attainers, and at least comparable to the progress made by their non-disadvantaged peers. Wider strategies employed support the social and emotional wellbeing, involvement and resilience of our disadvantaged pupils, ensuring they are ready and able to learn and that their families feel supported and engaged with our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils where specific need has been identified. Our approach will be responsive to developing need, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help all pupils do their very best. To ensure they are effective we will: ensure all pupils are challenged in their academic work, no pupil should have a glass ceiling placed upon their learning, act rapidly to respond to developing/identified needs, adopt a whole school approach in which all staff set the highest expectations for all pupils.

Challenges

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

Challenge number	Detail of challenge
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1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and learners.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in KS1 from our post COVID assessment data where English attainment is below the attainment of non-disadvantaged pupils. This gap is not reflected in KS2.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by COVID related lockdowns and closures to a greater extent than for other pupils. These findings are supported by national studies. For our school this has resulted in disadvantaged pupils in KS1 falling behind age related expectations, especially in English.
4	Our assessments (including wellbeing), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due social isolation and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and can be seen in the impact on their confidence, self-esteem, which in turn impact on their readiness to learn.
5	Assessments, observations, and discussions with pupils indicates that parental engagement with remote learning and with homework is, in general, lower with disadvantaged pupils than their peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS1 reading and writing outcomes in 2021/22 show that the attainment gap between non-disadvantaged and disadvantaged pupils has narrowed significantly. Accelerated progress measures for disadvantages pupils in reading and writing.
To support targeted individual pupils with home learning	Outcomes show that disadvantaged pupils are successfully supported with home learning and that this is evident when triangulated with different sources of evidence, including

	pupil voice, targeted support feedback and formative assessments.
To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • Increased participation in enrichment activities, particularly among disadvantaged pupils • Wellbeing reflected in academic progress made

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: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our English Curriculum in line with DfE and EEF guidance. We will fund release time for staff to develop key areas (including phonics CPD, Reading comprehension CPD, Reading into writing) and cascade training.	<p>EEF Evidence shows that these key areas reflect a very high impact for low cost, based on extensive evidence.</p> <p>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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3

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

Budgeted cost: £12716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific hours given to employ a	Higher than expected adult: pupil ratios in class, when deployed effectively, raises the standards for the most	2,3,4

'floating' teaching assistant to provide targeted support to PP learners.	vulnerable children, particularly those with attachment issues and complex social and emotional needs. In addition, this provides the flexibility to target pupils appropriately whatever their specific needs. This may be individual support or within the classroom or playground.	
Targeted phonics, reading and language interventions, including PP pupils, led by trained support staff to support improved language skills and phonics	Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional month's progress. Short regular sessions often have optimum impact. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	2,3,4
Social and emotional support sessions for identified individuals including PP pupils	Evidence is clear, pupils suffering from anxiety and emotional distress are unable to learn. Happy children learn.	2,3,4
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	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, involving release time for implementation of	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

revised systems and attendance support		
<p>Funded/subsidised support with:</p> <ul style="list-style-type: none"> • Breakfast Club • After school clubs • School visits • Music tuition • Uniform expenses • School Milk • Hot dinners 	<p>Learning outside the classroom is a vital part of children's learning and development, providing the children with the wider experiences they need to develop in this widest sense. It is a vital element of broad, balanced and inclusive curriculum and supports the development of a lifelong love of learning.</p> <p>Children who learn to play an instrument develop a sense of personal achievement and pride. Playing an instrument requires the brain to work at advanced speeds. Reading music is converted in the brain to the physical motion of playing the instrument. It has been shown that learning to play an instrument can help kids grow socially and academically. This has proven to have a positive impact on parental involvement with school and upon attendance.</p> <p>Involvement in these activities often allows PP pupils to gain wider experiences and participate in social situations they would otherwise be excluded from. By enabling PP pupils to be fully involved in school life with this extra financial support we have improved parental involvement over time, supported pupil key skills development impacting on achievement and developing social and personal skills.</p> <p>Covid-19 has had a huge impact on the outcomes of pupils, in particular those from PP households. Support is vital to ensure the attainment gap and wellbeing of these pupils does not widen and the gap closes with those from more advantaged backgrounds.</p>	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	all

Total budgeted cost: £ 21166

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.

Due to COVID-19, national performance measures have not been published for 2020 to 2021. However, rigorous in house monitoring continued so we could support successful outcomes for all our pupil. This monitoring was assured by internal and external moderation and teacher judgements were supported by age standardised tests.

In 2020 to 2021 The age-related attainment and progress measures of our disadvantaged pupils was in line with non-disadvantaged pupils. Progress measures for our disadvantaged pupils were at least good, and accelerated in Maths and Writing.

PP involvement in learning outside classroom has continued to develop the confidence and resilience of PP pupils. They were able to engage with a wider range of opportunities. PP pupils attending breakfast club were settled and ready to learn in class, with good levels of concentration. Pupils have the correct uniform and feel part of the school community. Parents feel supported and are engaged with 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
Doodle Maths and English	Doodle Learning
Times Table Rockstars	Maths Circle Ltd
Oxford Owl Digital Reading Scheme	Oxford University Press
SCARF Programme	Coran Life Education

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?	Subsidised support with additional costs 1-2-1 intervention work Wellbeing support
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress in phonics Increased wellbeing supporting engagement in learning and social development Involvement in wider school life

Further information (optional)

Whilst the financial impact of the pupil premium census date change had a detrimental impact on school funding and budget planning, every disadvantaged child in our setting received the additional support needed to make the best possible progress. This is reflected in the excellent outcomes for our disadvantaged pupils.