

Pupil premium strategy statement – Hackleton CEVA Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	6.4% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sally Gillam
Pupil premium lead	Sally Gillam
Governor / Trustee lead	Kerri Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year	£1500
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£16,050

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our objectives are to:

- Identify and address barriers to learning created by family circumstance and background.
- 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;
- Meet the social and emotional needs of our pupils, with a focus on wellbeing and developing resilience
- Provide access to a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

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

- Invest in continuous professional development for our teachers, focusing on evidence-based instructional practices that have proven effective in improving outcomes for disadvantaged pupils.
- Provide targeted support to quickly address identified gaps in learning;
- Target funding to ensure all pupils have access to trips, residential visits and first hand learning experiences;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.

- Provide appropriate well-being support for pupils and families in order for pupils to access learning within and beyond the classroom

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with writing and spelling than their peers in KS2. This negatively impacts their development as writers in the next stage of education.
2	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication as indicated by speech assessments.
3	Internal and external assessments indicate that maths attainment among disadvantaged children is below that of non-disadvantaged pupils.
4	Increased behavioural needs, and social and emotional well-being needs have become more apparent since Covid with many more children requiring support.
5	Many of our disadvantaged children lack access to wider enrichment and extra-curricular opportunities which limits the development of cultural capital, confidence and self-esteem.

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
Ensure progress is in line with all non - PP pupils in reading, writing and maths.	All pupil premium children, whatever their prior attainment, make at least expected progress, (SEN children will make smaller steps of progress and these will be identifiable on ISPs) with some of those whose attainment is below age-related expectations starting to catch up
Improved and maintained spoken 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 looks and ongoing formative assessment
Improved learning behaviours, resulting from support which focuses on wellbeing and pastoral care and addresses issues such as anxiety and emotional self-regulation	Improvements in behaviour and attitudes to learning across the school. Pupils able to express their emotions and self-regulate appropriately.
Children are able to access opportunities which enrich the curriculum - home and school work in partnership to enable access to trips, visits and visitors	Disadvantaged pupils are able to access opportunities which enrich the curriculum. Home and school work in partnership to enable access to trips, visits and visitors.

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: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teachers planned and delivered regularly through the year including strategies to children with specific needs.</p> <p>Staff to access CPD to upskill their ability to plan, resource and deliver lessons which are accessible to all children but especially those who are PPG with additional SEND to ensure they make progress in-line with their peers.</p>	<p>High quality CPD for teachers has a significant effect on pupils' learning outcomes.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students.)</p>	1,3

Developing the team's subject knowledge supports recruitment and retention of quality staff.		
Sounds-Write training to ensure good outcomes for all EYFS and KS1 children in phonics.	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 EEF (educationendowmentfoundation.org.uk)	1
Feedback to pupils Teachers and support staff will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.	Providing feedback is well evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies – providing specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). Feedback EEF (educationendowmentfoundation.org.uk)	1,3

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

Budgeted cost: £ 9650

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to provide targeted support in class	The average impact of deployment of teaching assistants is about an additional four months progress over a course of a year. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3
Targeted interventions provided in the afternoons to address gaps in learning.	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: Individualised instruction EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3

SALT provision for children identified in need of support	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language interventions with frequent sessions over a sustained period appear to be most successful. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment and extra-curricular provision</p> <p>All PPG children to have access to</p> <ul style="list-style-type: none"> • After school clubs • Sports Events • Trips and visitors • Music tuition 	<p>Physical activity has important benefits in terms of health, well-being and physical development.</p> <p>Some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation such as dance, drama and music can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Social and Emotional/Pastoral Support</p> <ul style="list-style-type: none"> • Well-being support assistant to support children improving social skills, emotional literacy and learning behaviours 	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course an academic year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,4

Total budgeted cost: £ 16,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Of the 11 children, attainment in reading was expected for all but one with the exception of 2 Ukrainian children and 1 child with and EHCP working below the Key Stage. Writing was below for 4 children (exceptions as before) and 3 were below in maths.

Our assessment of the reasons for these outcomes also includes the impact of Covid-19 which disrupted all our subject areas to varying degrees. 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, which was aided by use of online resources such as those provided by Oak National Academy and White Rose maths. We maintained regular contact with each of these families, tailoring support individually whenever and wherever possible. We continue to be committed to accelerating the progress of our PP children through the strategies detailed above.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the last 3 years, primarily due to COVID-19-related issues, which have remained ongoing across this academic year. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide emotional regulation and wellbeing support for all pupils and targeted interventions where required. We lost our school counsellor at the end of July 2022 and the lack of such a resource had a noticeable impact on our ability to support mental health and well-being concerns. Going forward, we have appointed a member of staff as a well-being support assistant to help to provide some support in this area.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
White Rose Maths	