

Pupil Premium Strategy Statement for William Hildyard Church of England Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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	222
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25 Year 2 of 3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mrs L Martin
Pupil premium lead	Mr M Baker
Governor / Trustee lead	Mr P Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52380
Recovery premium funding allocation this academic year	£1450
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£5510
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57890

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 for all is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a 'first and best' approach. 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. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	Attainment at EXS and GDS for reading, writing and maths –

	<p>KS2 – 2023</p> <p>Combined EXS = 71.4%</p> <p>Combined GDS = 0%</p> <p>KS2 – 2022</p> <p>Combined EXS = 0%</p> <p>Combined GDS = 0%</p>	<p>KS1 - 2023</p> <p>Combined EXS = 67%</p> <p>KS1 - 2022</p> <p>Combined EXS = 40%</p>
2	<p>Wider opportunities - Some children have had limited life experiences, exacerbated by the lockdown restrictions in place during the Covid Pandemic. By providing a rich and wide variety of enrichment experiences, children broaden their knowledge of the world around them, gaining a deeper understanding and developing a wider and richer vocabulary. Providing such experiences also aids in raising aspirations.</p>	
3	<p>Our attendance data over the last 3 years indicates that attendance among dis-advantaged pupils has been between 2 - 4% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	
4	<p>Home engagement – parental engagement is variable and children don't always have support at home to develop, for example, speech and language and early reading skills</p>	

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
Children to achieve national expectation scores for both progress and attainment	<p>Records show:</p> <ul style="list-style-type: none"> - Children will achieve at least national average progress scores in reading, writing and maths at both Key Stage 1 and Key Stage 2 - Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard. - Children will achieve at least national average for GLD. - Children will achieve at least national average in the Phonics Screen Check. - Children will achieve at least the national average in the Multiplication statutory check

	<ul style="list-style-type: none"> - Disadvantaged children to be targeted in small group work to enhance their abilities in reading, writing and maths. - Children eligible for the Pupil Premium close the gap between their attainment and the national attainment percentage for those children NOT receiving the Pupil Premium. - Children eligible for the Pupil Premium attain at least as well other children (reducing the in-school gap). - Children who receive additional, teacher-led tuition or intervention support attain at least as well as their counterparts.
Children to have access to wider opportunities	<ul style="list-style-type: none"> - Records show: - Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events. - Children to access before school, lunchtime and after school clubs and activities. - Children to access Forest School. - Children's language is enriched by their experiences
Home engagement	<p>Records show:</p> <ul style="list-style-type: none"> - Children to engage with activities set for homework. This includes: - Reading on a regular basis at home (at least three times a week). - Completion of activities set for homework on our online platform, Purple Mash. - Families are supported through workshops and open school events to aid understanding and support home learning - Families are supported where lack of technology in the home prevents access to homework – for example, by providing paper copies of work.
Improving and maintaining attendance	<ul style="list-style-type: none"> - Data shows: - Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). - Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children. - There are significantly less Pupil Premium children who are Persistent

	Absentees than the percentage nationally.
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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: £4073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time for PP lead to support with reviewing attendance/attainment and progress and planning and leading relevant CPD/mentoring/coaching for staff	EEF – The tiered approach to Pupil Premium Spending ‘High Quality Teaching’	1,3

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

Budgeted cost: £47475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Structured interventions</i>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group support outside of the classroom to re-enforce and practise prior learning (e.g. in maths – Year 6 Early Morning Group, phonics)</p>	1

	interventions including KS2 codebreakers).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to wider curriculum opportunities e.g. Cluster Events, Forest School sessions etc.</i>	Increased confidence, increased well being and an increased sense of belonging through participating in wider activities.	2
<i>Enhance the participation in home learning amongst disadvantaged children</i>	Increase in progress and attainment, as well as increased focus and sense of pride in completing work amongst the children. Facilitated by ensuring children have the correct IT access at home and that books are suitable for the children and age-appropriate.	1, 4
Weekly attendance monitoring and working closely with families to identify barriers and ways to support attendance figures improving	This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and re-adjust as necessary.	3

Total budgeted cost: £54,048

Part B: Review of the previous academic year 22-23

Outcomes for disadvantaged pupils

<u>Aim</u>	<u>Outcome</u>
<p><u>1). Children to achieve national expectation scores for both progress and attainment.</u></p> <p>Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard.</p>	<p><u>Actions:</u></p> <p>Reading and maths interventions in Year 6 targeted at children in receipt of Pupil Premium Funding, in order to ensure a higher percentage of children reach age related expectations.</p> <p>Phonic and reading interventions in KS1 targeted at children in receipt of Pupil Premium Funding, in order to ensure a higher percentage of children reach age related expectations.</p> <p><u>Impact:</u></p> <p>KS2 SATs (30 in cohort, 7 disadvantaged)</p> <p><u>Reading</u> Disadvantaged = 86% (EXS)/29% (GDS) Non-disadvantaged = 83% (EXS)/33% (GDS)</p> <p><u>Writing</u> Disadvantaged = 71% (EXS)/14% (GDS) Non-disadvantaged = 73% (EXS)/30% (GDS)</p> <p><u>Maths</u> Disadvantaged = 86% (EXS)/0% (GDS) Non-disadvantaged = 87% (EXS)/27% (GDS)</p> <p>KS1 SATS (30 in cohort, 3 disadvantaged)</p> <p><u>Reading</u> Disadvantaged = 67% (EXS)/0% (GDS) Non-disadvantaged = 77% (EXS)/20% (GDS)</p> <p><u>Writing</u></p>

	<p>Disadvantaged = 67% (EXS)/0% (GDS) Non-disadvantaged = 70% (EXS)/17% (GDS)</p> <p><u>Maths</u> Disadvantaged = 67% (EXS)/0% (GDS) Non-disadvantaged = 77% (EXS)/23% (GDS)</p> <p>Children will achieve at least national average for GLD. 50% of disadvantaged children achieved GLD (6 children) (compared to 83% non-disadvantaged)</p> <p>Children will achieve at least national average in the Phonics Screen Check. 60% of disadvantaged children passed the Phonics Screen Check (5 children) (compared to 91% non-disadvantaged)</p> <p><u>Next steps:</u></p> <p>To target an increase in the number of children reaching greater depth standard.</p>
<p><u>2). Children to have access to wider opportunities</u></p>	<p><u>Actions:</u></p> <p>Subsidised school trips for children in receipt of Pupil Premium Funding.</p> <p>Targeted and encouraged children in receipt of Pupil Premium Funding to take part in extra-curricular activities.</p> <p>Extended our Forest School offer by an additional two days per year to ensure that children in receipt of Pupil Premium Funding are accessing this activity on a more regular basis.</p> <p><u>Impact:</u></p> <p>Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events.</p>

	<p>100% of disadvantaged children took part in some form of enrichment experience in 2022/23.</p> <p>Children to access before school, lunchtime and after school clubs and activities.</p> <p>78% of disadvantaged children attended extra-curricular activities in 2022/23.</p> <p>Children to access Forest School.</p> <p>100% of disadvantaged children accessed Forest School during 2022/23.</p> <p><u>Next steps:</u></p> <p>Target the 22% of children in receipt of Pupil Premium funding to take part in extra curricular activities.</p>
<p><u>3). Home Engagement</u></p>	<p><u>Actions:</u></p> <p>Offered technology (laptops) to children in receipt of Pupil Premium Funding that are unable to complete tasks at home.</p> <p>Printed copies of homework where technology cannot be used to ensure that these children are able to access homework activities.</p> <p><u>Outcome:</u></p> <p>Children to engage with activities set for homework. This includes:</p> <ul style="list-style-type: none"> - Reading on a regular basis at home (at least three times a week). - Completion of activities set for homework on our online platform, Purple Mash. <p>82% of disadvantaged children engaged with activities set for homework in 2022/23.</p> <p><u>Next steps:</u></p> <p>Target the 18% of children not engaging with activities set for homework and to put in place strategies to address this.</p>

4). To increase language development to support emotional awareness

Actions:

Trained staff in use of emotion stations and language around supporting emotional awareness.

Included an emotion station within every classroom, which children can access and interact with.

Impact:

Staff have displayed increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions. This has enhanced general wellbeing and has allowed children to be better equipped for their learning in the classroom.

Next steps:

Ensure that new staff are aware of how the language they use in everyday interaction with the children can positively impact upon their emotions.

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
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Purple Mash	2Simple
Twinkl Phonics	Twinkl
Word Wasp	Hornet Literacy