

Haselworth Primary School 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
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022 and annually
Statement authorised by	Natasha Jones
Pupil premium lead	Sian Hosmer
Governor Lead	Dr Chris Roast

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64835.00
Recovery premium funding allocation this academic year	£7395 to be adjusted following October 21 census
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£450 (school visits that were cancelled due to Covid 19)
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	£72230.00 + £450.00 = £72,680.00

Part A: Pupil premium strategy plan

Statement of intent

Vision/Intent:

At Haselworth Primary School we strive to develop a love of learning in all children. Our values and principles centre on the conviction that schools should have children at the heart and learning at the centre. We strongly believe in an inclusive education system where every child is entitled to high quality teaching and learning. We know that every child is unique so they key to each child's development is knowing their individual needs and meeting them.

Our curriculum fosters critical thinking skills to equip children with an ability to question and think for themselves. Our curriculum is values led, with Philosophy for Children (P4C) at its core. We are teaching the adults of the future to thrive and prosper in a constantly changing world.

Implementation:

Haselworth Primary school utilises the funding in a variety of ways in order to remove the barriers to learning that many disadvantaged children encounter. We use information from the Education Endowment Foundation Toolkit, linked to Teaching, Targeted Academic Support and Wider Strategies in response to the knowledge of the school community. These include but are not limited to:

- ✓ High Quality Inclusive Teaching focused on increased challenge and forensic use of qualitative and quantitative data
- ✓ Continued professional development through training, coaching and mentoring
- ✓ Dedicated leadership time for those responsible for driving standards in the school in order to monitor, evaluate and review teaching and learning.
- ✓ Timely and time bound 1:1, small group and whole class interventions
- ✓ Provision on an individualised basis for academic, social, emotional and mental health needs or behaviour needs that allow access to successfully access the curriculum.

Impact:

High quality teaching will ensure that all children make good progress from their starting points.

The attainment gap between disadvantaged and non-disadvantaged pupils will continue to narrow.

All children's mental health and wellbeing is well supported, enabling them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment at end of KS2 in comparison to KS1 data for both vulnerable groups and across the whole school.
2	Poor language acquisition, limited age-related vocabulary and poor spelling/ grammar.
3	Poor critical thinking and reasoning skills.
4	Lack of resilience and positive learning behaviours.
5	An increasing number of children experiencing social, emotional and mental health difficulties.
6	Limited access to a range of opportunities and a lack of aspiration to be intrinsically motivated to achieve.

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
High quality inclusive teaching for all pupils, especially focussed on increased challenge and forensic use of assessment for all groups.	• There will be evidence of good progress for disadvantaged pupils from their starting points. • Proportion of EXS and GD increases. • Where disadvantaged/ non-disadvantaged gap exists, this begins to close with non-disadvantaged nationally.
Embedding of language acquisition techniques across the school and opportunities to build vocabulary/ spelling skills.	• Evidence of improved reading fluency and comprehension skills. • Proportion of EXS and GD increases. • Where disadvantaged/ non-disadvantaged gap exists, this begins to close with non-disadvantaged nationally. • Use of high-quality, ambitious vocabulary in independent writing. • Evidence of EXS spelling and spelling progress in books is rapid and sustained.

Children to be able to think critically and reason well across all curriculum areas and socially.	• Evidence of improved reasoning and problem solving by pupils in books and orally. • Improved pupil outcomes • Progress in childrens' deeper thinking, explaining and reasoning through P4C and across the curriculum. • Ability to see the points of view of others and to question information e.g. through PSHE.
Children have increased resilience and self-esteem leading to greater application of effort in learning and a desire to succeed.	• Evidence of more independent learning in books and in lessons. • Evidence of pupils challenging themselves in their learning. • Evidence of increased resilience. • Improved outcomes for all groups of children across the school. • Nurture group supporting children with identified SEMH needs to be successful in school through individualised provision. • Updated PATHS curriculum is consistently used and is having impact on emotional literacy and self-regulation in children.
Access to a range of opportunities and an aspiration to be intrinsically motivated to achieve.	• All children will have experienced new opportunities through the wider curriculum, visitors and educational visits. This will lead to an increase in motivation to learn and high aspirations.

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: £38,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from HIAS (Local Authority). High quality CPD for teaching and learning. And ECT support	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.	1
Training staff in Philosophy for Children	There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils. Teachers and pupils generally reported that P4C had a positive influence on the wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem. These and other broader outcomes are the focus of a separate evaluation by the University of Durham.	1, 2, 3, 4 and 5
Purchasing new PATHS materials to support social and emotional literacy and self-regulation.	In clinical trials, compared to a randomized control group, children who received one school year of the <i>PATHS</i> ® curriculum showed significant improvements such as:	2, 5 and 5

	• Students' ability to recognize and understand emotions • Students' social problem-solving skills • Teacher-rated prosocial behavior in the following domains: Self-control, emotional understanding, and ability to tolerate frustration. • Planning skills when solving complex tasks • Working memory • Decreased impulsivity • Reading achievement in deaf students.	
Purchase of new reading and phonics materials to support reading curriculum and progression.	The average impact of the adoption of a systematic/ synthetic phonics approach is about an additional 5 months progress over the course of the year. Phonics approach has been consistently found to be effective in supporting younger pupils to master the basics of reading. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils having been exposed to fewer words spoken and books read in the home.	1 and 2
Additional LSA Support	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. Research that examines the impact of teaching assistants deployed in everyday classroom environments suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present.	1, 2, 4 and 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring costs has come out of School Led Tutoring budget.		

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

Budgeted cost: £34,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free breakfast club available for all children.	Research through Kellogs shows that children who have a breakfast achieve well at school. Breakfast club gives children healthy choices and encourages them to start the day on a good breakfast. This in turn minimised lost learning time. All our children have free breakfast club, but we are using 60% of the funding as 60% of our pupil premium children attend)	1, 4 and 5.
Counsellor to be available to children identified as having SEMH difficulties such as depression or anxiety.	According to the NHS, Talking therapy works as well for children as it does for adults. The National Institute for Health and Care Excellence (NICE) recommends talking therapy rather than medicines for children who are depressed. It can also help children with anxiety or ADHD or who are in physical pain much of the time.	4 and 5
Emotional Literacy Support (ELSA) available to identified children and delivered by trained member of staff.	The benefits to pupils from working with ELSAs are consistent with research into the benefits of other emotional literacy programmes. Teachers and ELSAs report improvements in pupils' confidence, self-esteem, understanding and management of emotions, behaviour and social skills (Burton 2008, Bravery and Harris 2009).	4 and 5

Total budgeted cost: £72,680

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Outcomes detailed on previous document.

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

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?	Free breakfast club provision for service children. ELSA provision when needed.
What was the impact of that spending on service pupil premium eligible pupils?	Parents of service children were better able to access wrap-around care and children able to have a consistent

	morning routine despite possible changes at home. ELSA provision available and planned in to support service children when needed or if parents are deployed. This has had good impact as children have used this provision.
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.