

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	Haslingfield Primary School
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	12% (18 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 13 th 2021
Statement authorised by	Full Governors
Pupil premium lead	James Hayward
Governor / Trustee lead	Natalie Gillis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,210
Recovery premium funding allocation this academic year	£2,610
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	£26,820

Part A: Pupil premium strategy plan

Statement of intent

Haslingfield Endowed Primary school strives for all children to achieve and fulfil their potential. We understand that children can face barriers to learning that can impact this; children from disadvantaged backgrounds can face barriers due to poverty which can affect their ability to thrive in education.

We provide support to match the needs of the children to ensure they have the right opportunities that support them to make the best academic and social progress they can. The support ranges from targeted support in class, extra tuition, to interventions that develop social and emotional needs. We ensure that the family situation, background or history is not a barrier to a full curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1	Lack of support with home learning due to parental needs, many siblings etc
2	55% of children eligible for Pupil Premium (PP) also have additional SEND needs.
3	At the end of 2020-21 academic year, of those children in receipt of PP, 63% of children are behind age relegated expectations (ARE) in writing, 47% are behind ARE in reading, and 42% are behind ARE in maths. This is in significant negative contrast to children not in receipt of PP.
4	8/19 (47%) of the school's Pupil Premium children are in Reception or Year 1 cohorts – these classes also have the highest proportion of SEND needs in the school (4/5 of the school's EHCP are for children in Reception to Year 2). This impacts educational development as listed above, but also on social and communication progress.
5	On-going impact of COVID-19 on education; the impact of isolation requirements for children and staff in the event of positive cases.

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
<i>All disadvantaged children are challenged and supported with academic learning, making good progress in all areas.</i>	<ul style="list-style-type: none"> • Extra support in place as required • Progress is good • Gap is closing with peers in attainment
All SEND needs are supported in school and disadvantaged children with SEND make good progress from their starting points.	<ul style="list-style-type: none"> • Disadvantaged children with SEND make good progress • Disadvantaged children with SEND show improved SDQ scores – indicating social and emotional well-being is supported and developed.
Children and families feel supported	<ul style="list-style-type: none"> • Secure communication • Pupil and Parent voice is positive
All emotional support is in place for every child who needs it and at the level they need.	<ul style="list-style-type: none"> • Pupil voice shows needs are being met • Parents are positive about the support in place • Improved SDQ scores – indicating social and emotional well-being is supported and developed.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated Teaching Assistant for reading catch-up</i>	The school has used this approach for a number of years – Reading is a strength of the school and the children achieving national and above national end of year expectation at KS2 STATS gives strong evidence that the school's processes are effective.	18
Teaching assistant allocation to deliver targeted maths tuition	<i>The EEF identify that teaching assistants that are highly trained in specific interventions have greater impact on outcomes than those that are not.</i> Regular sessions of key number knowledge and also develops mastery in maths. This has been successful in KS2	15
Nuffield Early Language Programme in Reception. CPD for staff, screeners used to identify the children for the programme and Programme starts in Spring term.	<i>Research link: Professor Neil Mercer, The oracy skills framework</i> Children are increasingly entering school with delayed language skills. Increasing the vocabulary they use affects oracy skills but also reading and writing. It gives them confidence. It has been noticed that disadvantaged children have a lower vocabulary than non-disadvantaged children of the same age. Closing the vocabulary gap is vital and the younger we can do this, the better outcomes for the child. Research has shown, if not supported, the gap continues to grow as the children age.	5

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for disadvantage children</i>	Trained teachers known to the children will tutor weekly to ensure gaps are filled. Tutoring has been found to have more impact when the class teacher liaises with the class teacher to ensure the best provision is given.	14

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dramatic Growth</i>	Targeted play based intervention is thought to have a significant impact on a child's development (<i>see studies by Paul Ramchandani – LEGO professor of play in education, development and learning – University of Cambridge.</i>) Dramatic growth follows these principles in which children are supported in developing key social skills and confidence through playful drama role play experienced. It identifies and celebrates their strengths as well as managing anxiety – all through drama and play.	8
<i>Sensory Circuits</i>	Sensory Circuits is an evidence based sensory integration programme (<i>see article from Council for Exceptional Children here</i>) Research shows that children with sensory processing and attention deficits, benefit from physical activity that helps energise and settle into the school day.	5
<i>1:1 music tuition</i>	Music, and particularly learning an instrument, has been shown to have a great impact on mental health and well-being. See evidence based articles here .	1

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Last year pupil premium funding was used to supplement extra tutoring for those children identified as having gaps in learning. The focus for these groups was mainly in Key Stage 2 writing. The outcomes were hugely positive, with most children closing the gap of their non-pupil premium peers.

The school also use the funding for Dramatic Growth intervention. This has helped an number of children become more confident and settled in the 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
NONE	

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?	N.A
What was the impact of that spending on service pupil premium eligible pupils?	N.A