

Pupil premium strategy statement – St Hilda’s CE Primary School

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	<i>Miss H Plant,</i> Headteacher
Pupil premium lead	Mrs J Thomas
Governor / Trustee lead	<i>Mr M Blake,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,020
Recovery premium funding allocation this academic year	£7830
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£79850

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium, which is additional to main school funding, is intended to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the children who need it most. The Pupil Premium is allocated to schools to work with children who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

In the 2022 to 2023 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,385 for children in Reception Year to Year 6
- £2,410 for pupil in Reception Year to Year 6 for looked after children (LAC)

Our intention is that all pupil, irrespective of their background or the challenges they face, especially pupil eligible for Pupil Premium will access high quality education and provision. The focus of our Pupil Premium strategy is to support disadvantaged pupil 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 children 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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

The approaches we have adopted complement each other to help children excel.

To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance Attendance data indicates that attendance among disadvantaged children has been lower than for non-disadvantaged children. (2021-2022 - PP 90.42%, NPP 94.05%). There is also a higher rate of persistent absence amongst disadvantaged children - PP 13.53%, NPP 9.93%).</p>
2	<p>SEMH The negative impact that COVID has had on employment, housing and bereavement on children's mental health has exacerbated social and emotional needs of many of our children. Many of our disadvantaged children have been impacted by partial school closures to a greater extent than other children. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations-especially in reading and writing.</p>
3	<p>Phonics Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers without the investment of effective intervention.</p>
4	<p>Engagement in after school clubs Children eligible for Pupil Premium engage less in after school activities and the residential in Year 6. Disadvantaged children do not participate in extracurricular activities as much as non-disadvantaged children .</p>
5	<p>Children with SEND who are Pupil Premium 51% of children with SEND are also Pupil Premium. Assessment data shows that children with SEND need more support in Reading, Writing and Maths.</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
Improved overall attendance for pupils in receipt of PP.	PP attendance data inline with or better than national data. A closed gap between PP and NPP persistent absences.
Increase the progress of disadvantaged children through increasing self-confidence and resilience	ELSA training for a lead member of staff and whole staff knowledge of ACES. ELSA program intent, implementation and impact beginning 2023/24 to sustain high levels of well-being, self-confidence, cooperation and resilience. Increase in physical and mental wellbeing and fitness through wider sports/fitness opportunities within school.

Improved percentage of pupils applying their phonic knowledge to read fluently at an age appropriate level.	DfE validated scheme (RWI) embedded within school resulting in the vast majority of pupils reading fluently at an age appropriate level by the end of 22/23. A narrowed gap between PP and NPP passing the PSC in 2023.
Raise attendance of PP chn in after school clubs	Survey students (PP) to decide the clubs they would like to see on offer. Priority places at clubs for chn in receipt of PP. Review free and paid clubs.
Reduced attainment gap between PP and NPP SEND pupils in RWM at end of KS1 and 2.	Targeted support and teachers aware of the needs of pupils through regular assessment and SENCO meetings. Early identification and timely referrals made when necessary. Interventions planned to target SEND PP pupils gaps.

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: £38,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher professional development within the Trust systems: <ul style="list-style-type: none"> • RWInc • Schoot • Power Maths • Bug Club • IPC/IEYC • Arbor £17,220.00	High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. a. build knowledge b. motivate teachers c. develop teaching techniques d. embed practice	2, 3, 5
Subject leader training <ul style="list-style-type: none"> - HUB meetings 	High quality teaching improves pupil outcomes and effective professional	2, 3, 5

<ul style="list-style-type: none"> - School - Time out of class dedicated to subject leadership <p>Cover required for subject leader release £11,250</p>	<p>development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <ul style="list-style-type: none"> a. build knowledge b. motivate teachers c. develop teaching techniques d. embed practice 	
<p>Continue to implement Read Write Inc. Phonics, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, resulting in pupils reading fluently. Provide high quality CPD for staff through coaching, mentoring and modelling through assigned reading leader and RWI development consultant. Training for staff linked to the teaching of reading comprehension including the use of a range of strategies. £9,850</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 Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies are high impact on average. Alongside phonics it is a crucial component of early reading instruction: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 5</p>

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

Budgeted cost: £17971

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Salary for 0.25 RWI lead to coaching and support teaching,</p>	<p>1:1 tuition to be carried out with the bottom 20% of disadvantaged children in RWI EYFS, Y1 and Y2. 59% which</p>	<p>2, 3, 5</p>

interventions, fast track tutoring and fresh start intervention. £10,321	are children eligible for Pupil Premium	
Engage with the NTP to provide small group tuition for pupils. £6738	Tutor Trust - Affordable Tutoring (re-grant) EEF (educationendowmentfoundation.org.uk) In general, teachers in participating schools were positive about the tuition provided and a large majority were keen to work with the Tutor Trust again. Tuition was perceived to be most effective when tutors possessed strong pedagogical skills and subject knowledge and were able to engage and interact successfully with pupils.	1, 5
SATs companion for year 5 and 6 pupils to provide targeted support to pupils to impact on RWM outcomes £912	SATs companion helps schools to provide greater depth and pupil intervention. It provides targeted activities and GAP analysis, raising SATs attainment and lowering teacher workload. It also boosts engagement and pupil confidence.	2, 5

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

Budgeted cost: £22,077.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – training a lead ELSA member of staff to run ELSA at STH 2023/24 onwards £1237.15	<p>ELSA Training Outcome Measures</p> <p>Confidence Statements</p> <p>Pre, Post and 6-month follow-up Gain Scores</p> <p>Microsoft Word – EEF</p>	1, 2, 4, 5

	<p>ELSA was developed to build the capacity of schools in supporting the emotional needs of pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p>	
<p>Activall – Purchase and implement Activall £7700</p>	<p>An innovative and sustainable improvement to PE and school sports, which encourages active play during break times and increases physical activity within the school as a whole.</p> <p>ActivAll makes fitness fun for pupils of all ages and abilities.</p> <p>Increase fitness levels</p> <p>Encourage teamwork</p> <p>Refocus with active breaks</p> <p>Improve hand-eye coordination</p> <p>Record scores and improvements</p> <p>Reward good behaviour</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>
<p>DSL team meetings £12,300</p>	<p>Weekly meeting with DSL, attendance officer, SENCO, Principal to review the SG list, SEND list and attendance data with a focus on PA. Case studies and action plans developed and analysed to improve attendance and PA figures.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3, 4, 5</p>
<p>Afterschool attendance monitoring and administration £840</p>	<p>Extracurricular clubs attendance is monitored and tracked by Pastoral lead, Admin and PE lead to ensure that there are priority places for those in receipt of PP and that engagement is improving.</p>	<p>1, 4</p>

Total budgeted cost: £78,368.15