



Pupil premium strategy statement

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 the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Hatherleigh Community Primary School |
| Number of pupils in school | 182 |
| Proportion (%) of pupil premium eligible pupils | 21.43% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 to 2023-24 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Alan Monger - Headteacher |
| Pupil premium lead | Alan Monger - Headteacher |
| Governor | John Simmons |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £63701 |
| Recovery premium funding allocation this academic year School led tutoring for this academic year | £6162 £4779 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £74642 |

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.

We will consider the challenges faced by vulnerable pupils, such as those being a CIC, or under a CP, a CIN or SEND child with an EHCP. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching including waves of intervention 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.

We will also provide opportunities for all pupils to participate in enrichment activities and ensure nurturing and social/emotional support is in place to enable pupils to access learning within and beyond the classroom and support their families.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.
- Reinforce our 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 | Social, emotional and mental health Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils due to existing factors, the ongoing impact of COVID and the current financial crisis. These challenges particularly affect disadvantaged pupils, including their wellbeing and academic attainment and progress. |
| 2 | Gaps in Reading, Writing, Maths and Phonics Our assessments, which are supported by national research, indicate school closures and the continuing effect of absence through COVID have resulted in gaps in learning for all pupils in Reading, Writing, Maths and Phonics but this is found to be greater for disadvantaged pupils. |
| 3 | Speech, language, communication and vocabulary Assessment and observations indicate underdeveloped speech, language and communication skills and vocabulary gaps among many pupils but especially for disadvantaged pupils. |
| 4 | Attendance and punctuality Attendance data for 2021-22 indicates lower attendance rates and punctuality for disadvantaged pupils which has a negative impact on wellbeing and academic attainment and progress. |
| 5 | Access to wider opportunities Our own and national research shows pupils and families especially of those disadvantaged have increased social and emotional challenges and that increased access to wider opportunities can support this. |
| 6 | Pupils arrive at school unprepared for learning Observations show increasing numbers of pupils arrive at school unprepared for learning due to family issues and social/emotional challenges, this is especially seen for disadvantaged pupils and has been further impacted by school closures and the ongoing impact of COVID. |

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 |
|---|---|
| To continue to achieve and sustain improved wellbeing and readiness for school for all pupils in our school, particularly our disadvantaged pupils. | <ul style="list-style-type: none">● Improved quality of Social and emotional learning/support.● Qualitative data from pupil voice, pupil and parent surveys/questionnaires and teacher observations shows an improvement in wellbeing through the meeting of social and emotional needs.● Further reduction in behaviour incidents including low level disruption to teaching and learning.● An increase in opportunities and participation in enrichment activities, particularly among disadvantaged pupils.● All pupils show improved learning behaviours. |
| Reading, Writing, Maths and Phonics | <ul style="list-style-type: none">● Attainment and progress outcomes show an increase for all pupils and the gap for disadvantaged pupils is narrowed and in-line with national averages by the end of KS2.● At least 90.00% of pupils in Y1 achieve the Phonics screening check. |
| Speech, language & communications and vocabulary | Observations and assessments in Reading, writing, Phonics and entry and exit data for specific interventions shows a reduction in need and improvement in attainment and progress. |
| Attendance | Attendance of disadvantaged pupils is in line with all pupils and is at least 96.00%. |

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

Budgeted cost: £ 6102

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|----------------------------|
| Investigation and purchase of a DfE validated Systematic Synthetic Phonics programme to secure continued strong phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of Early reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 & 3 |
| Continued purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 2 & 3 |
| Enhancement of our teaching of Reading, Writing and Maths through DCC Reading , Writing, vocabulary/oracy and Maths CPD opportunities. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Literacy and Mathematics, drawing on evidence-based approaches: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 | 2 & 3 |
| Continue to improve the quality of social and emotional learning/support. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1, 4, 5 & 6 |

Targeted academic support

Budgeted cost: £26788 + £10941 (School led tutoring and recovery premium funding)

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|--|----------------------------|
| <p>School-led tutoring for pupils whose education has been most impacted by school closures - Phonics, Reading, Writing and Maths.</p> | <p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2 & 3</p> |
| <p>One to one and small group wave three interventions - Phonics Spelling through precision learning Handwriting Maths - early number and subitising Fine and gross motor skill development Language for thinking and narrative Speech and language development</p> | <p>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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2 & 3</p> |

Wider strategies

Budgeted cost: £ 31811

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|--|----------------------------|
| <p>Subsidised BSC & ASC</p> <p>One to one and small group morning meet and greet</p> | <p>All pupils have a settled start to the school day and are not hungry. All pupils have the necessary equipment and are ready to learn. Reduced low level disruption. Improved parental engagement. Attendance and punctuality is improved.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | <p>1, 4, 5, & 6</p> |
| <p>Small group and one to one Social/emotional intervention</p> | <p>Targeted interventions and universal approaches have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) EF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1, 2, 4 & 6</p> |
| <p>Play/lunchtime support</p> <p>Forest school intervention</p> | <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.forestschoolltraining.co.uk/forest-school/research/</p> | <p>1, 4, 5 & 6</p> |
| <p>Wider curriculum opportunities</p> <p>Family support and Pupil premium personal action plans</p> | <p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. Strengthened partnerships and improved engagement with parents/carers.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsted-c-cultural-capital/</p> | <p>1, 4, 5, & 6</p> |

Total budgeted cost: £75642

Please note this total budget is in excess of Pupil premium funding and is supplemented by the main school budget as many of the activities support both disadvantaged and non-disadvantaged pupils and their families.

Part B: Review of outcomes in the previous academic year

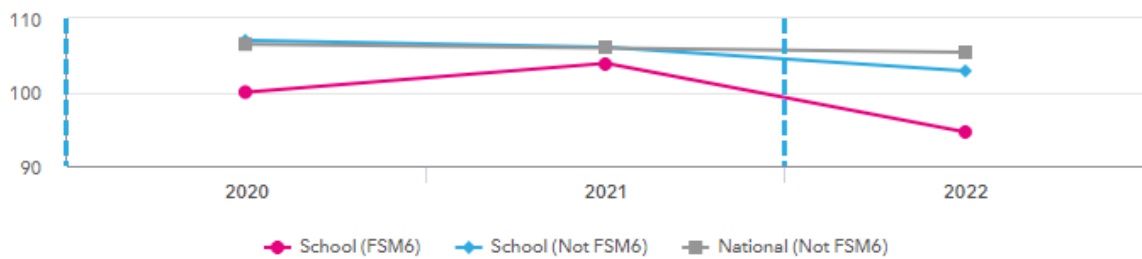
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

As evidenced in schools across the country, the ongoing effects of COVID19 absence for children and staff were 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. Our assessments and observations indicated that attainment, pupil behaviour, wellbeing and mental health continued to be significantly impacted. The impact was particularly acute for disadvantaged pupils and we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and will continue to build on that approach with the activities detailed in this plan over a three year period.

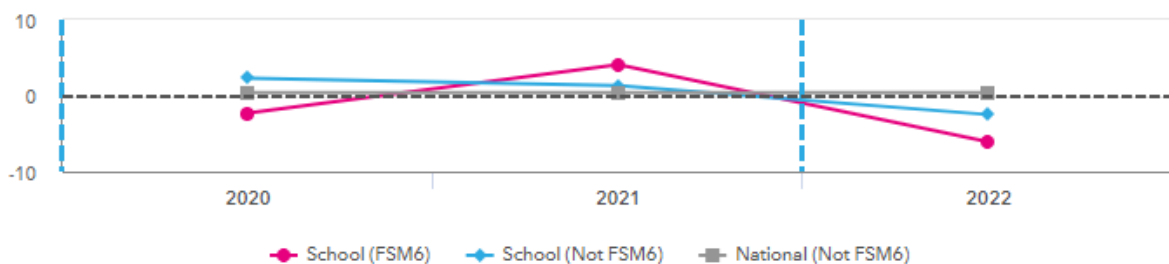
KS2 attainment for disadvantaged pupils 2022

Average Scaled Score (Re, Ma) ∨



KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma) ∨



Externally provided programmes

Please note these programmes have been funded by multiple funding sources including the PTFA, main school budget and Pupil premium funding.

| Programme | Provider |
|-----------------------|---|
| Class Dojo | https://classdojo.com |
| Times Table Rockstars | play.ttrockstars.com |
| Numbots | https://playnumbots.com |