

# Hesleden Primary School - Pupil premium strategy statement

## [Aut 2023]



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail <i>[from DfE Allocations 2023-24 document]</i>	Data
Number of pupils in school (aged 4-11 yrs)	85
Proportion (%) of pupil premium eligible pupils	27.1%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Dawn Dunn
Governor lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£33,465</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Hesleden Primary we will provide a broad and balanced, engaging curriculum, which is relevant to our children's needs. We will teach and promote basic skills from the very beginning, and will support children to do the best they can.

We will endeavour to use high quality resources and provide first hand experiences and opportunities throughout their time with us.

We will use gem powers and 4Bs to support learning behaviours. Pupil voice for all, children's rights and emotional well-being will focus on developing children's resilience, independence, confidence and collaboration skills.

Through this strategy, barriers to engagement and inequality should be removed and children should benefit to succeed.

### Challenges

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

	Detail of challenge
1	Many children join the school with speech, language, communication and vocabulary skills which are well below expected levels for their age
2	Assessment and observations show literacy and maths skills are poor on entry and children's resilience (including stamina) requires improvement
3	Children's social skills are poor due to limited quality interactions prior to attending school and continue to require improvements for those affected by enforced school closures
4	Observations have identified poor social skills and lack of resilience cause behaviour issues outside of the classroom, and disruption inside of the classroom by some children
5	The opportunities for enriching experiences are limited for many families
6	Some children are persistently late for school, missing out on vital settling in routines or daily introductions.

### 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 improve the consistency in % of children achieving the expected standard in all subjects; particularly in KS2 reading & GPS (& RWM combined)	PP group proportion to achieve the expected standard to improve to National Disadvantaged levels
Children will make good progress in phonics	
To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning	Observations of social opportunities across the school will be observed

To increase confidence, self-esteem and resilience through pupil group, behaviour and leadership opportunities	Reintroduction of PV groups – all children to access – observations of positive attitudes and engagement
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### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. All spending contributes to the budget setting process to ensure support can be maintained year-on-year.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge addressed
Maintain staffing levels in KS1 to sustain phonics attainment Subscription to RWI for staff training and termly consultant support	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2
TA support in KS2 to support focused group work in class and intervention where possible	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
Purchase of GL paper and digital reading & maths assessments to identify strengths & weaknesses & plan interventions	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1,2

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

Budgeted cost: £3,150 [+ SEN Top-up funding]

Activity	Evidence that supports this approach	Challenge addressed
Targeted intervention to improve SALT/Communication skills; particularly where these impact on learning; includes Lexia program	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> <a href="https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf">https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf</a>	1, 2
In the moment RWI & KS2 reading / comprehension Maths support for pre-teaching or to fill gaps in learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2
Teacher intervention to identified needs based on assessments / marking.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, 3

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

Budgeted cost: £11,450

Activity	Evidence that supports this approach	Challenge addressed
Subsidising of trips; visitors; extra-curricular opportunities (i.e. music tuition); school milk & FSM contribution	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 4, 5, 6
Pupil voice/RR activities and events led by children to develop communication skills and independent problem-solving activities.	<a href="https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/">https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/</a>	1, 3, 4
Staff training (teachers and support staff) to support disadvantaged and vulnerable children (incl. Mental Health)	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712 - PD Expert Group Guidance.pdf</a>	1, 2, 3
Provide social skills support to specific children to enable them to contribute fully and engage in their learning: <ul style="list-style-type: none"> <li>• Getting Along</li> <li>• Connecting with Children</li> <li>• Work with Piece of Mind team</li> <li>• EWEL Team SLA</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	3, 4, 5, 6

**Total budgeted cost: £33,600** [Excludes SEN Top-up funding contributions]

## 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 2022-23 academic year.

Data for this group [End of 2022-23]
<p><b><u>End of EYFS (Reception - 13)</u></b> <i>31% of pupils are Disadvantaged – 4 pupils (1 boys and 3 girls).</i> 25% of Disadvantaged pupils achieved the GLD. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
<p><b><u>Year 1 Phonics (18)</u></b> <i>33% of pupils are Disadvantaged - 6 pupils (3 boys and 3 girls).</i> 67% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 71%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
<p><b><u>Year 2 Phonics (Re-test)</u></b> - 100% Pass in Y2</p>
<p><b><u>End of KS1 (Year 2 - 12)</u></b> <i>50% of pupils are Disadvantaged - 6 pupils (2 boys and 4 girls).</i></p> <p><b>Reading</b> 50% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p> <p><b>Writing</b> 50% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 23%. National Disadvantaged is 55%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p> <p><b>Maths</b> 33% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 46%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
<p><b><u>Year 4 Multiplication Tables Check (Year 4 - 14)</u></b> <i>29% of pupils are Disadvantaged - 4 pupils (2 boys and 2 girls).</i> The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Test is 0%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 18.5.</p>
<p><b><u>End of KS2 (Year 6 - 11)</u></b> <i>18% of pupils are Disadvantaged - 2 pupils (1 boy and 1 girl).</i></p> <p><b>RWM Combined</b> 100% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 29%. National Disadvantaged is 51%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p> <p><b>Reading</b> 100% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 22%. National Disadvantaged is 62%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.</p> <p><b>Writing</b> 100% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is</p>

68%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

**EGPS**

100% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

**Maths**

100% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 16%. National Disadvantaged is 67%. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

**'Non-data' impact**

A number of boys continue to struggle with social & emotional resilience and this impacts on the capacity to support other groups of children. As a consequence, funding for 2023-24 will continue to be more directed towards additional support in this area, as well as in-class support for academic attainment.

Support staff resources will be redeployed to ensure that capacity to support will be maintained.

Additional support (SLAs) will be sought to enable staff to provide appropriate academic (including phonics) and emotional support.

**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*

<b>Programme</b>	<b>Provider</b>