

Pupil premium strategy statement

Hilpertont C of E Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hilpertont C of E Primary School
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	20.42 % (n=29)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	15.12.22
Date on which it will be reviewed	31.10.24
Statement authorised by	Anna Edmund, Headteacher
Pupil premium lead	Jo Clark, Inclusion Lead
Governor / Trustee lead	Victoria Pearmain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,863
Recovery premium funding allocation this academic year	£3,335
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	£36,198

Part A: Pupil premium strategy plan

Statement of intent

At Hilpert C of E Primary School, we have a strong and determined vision that all children will soar high on wings like eagles. We believe this is only achieved when it is achieved for *all* children. Our 'Wings of Kindness' help us to work towards this aspirational aim together.

Our objective is that all children, including those that are disadvantaged, make good progress and achieve high attainment across all subject areas. The key principles that will enable us to achieve this are:

- high quality teaching
- early identification of need
- targeted intervention
- support for social and emotional learning

High quality teaching is the primary approach to supporting learning. Peer coaching enables staff to develop their practice in raising the attainment of vulnerable children. Our book led curriculum is carefully planned to bring richness to learning experiences. Our planning process ensures that the learning needs of disadvantaged children are considered across the curriculum.

We aim to build a rigorous system of assessment to identify need as soon as children start school, so the right interventions are put in place, monitored and reviewed.

A structure for support staff is being developed that will enable our school to maximise their potential with ongoing training and support to raise impact.

We know that children learn best when they are happy, confident and feel safe so we give pastoral support a high priority with a range of effective interventions delivered by trained staff.

This strategy statement is based on an understanding of our disadvantaged learners drawn from all stakeholders within the school community and data from assessments.

The strategies outlined below are integral to our wider school plans. The activities outlined will support the needs of all learners, regardless of whether they are disadvantaged or not. This strategy also reflects our plans for recovery for pupils whose education has been worst affected by the Covid pandemic, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that attainment for disadvantaged pupils in reading, writing and maths was below that of non-disadvantaged pupils in Summer 20/21.
2	Internal baseline assessments indicate that attainment for disadvantaged pupils in reading, writing and maths was below that of non-disadvantaged pupils in Autumn 21/22.
3	All Children who qualify for PPG passed the phonic screener in 2020-2021. Following the Covid pandemic and school/nursery closures, disadvantaged pupils will need extra support to ensure this positive trend continues.
4	Thrive assessments indicate that disadvantaged children feature more in 'rarely' and 'emerging' categories than 'developing' and 'secure' in reception, year 1, year 2 and year 3. Referrals for pastoral support have increased during the pandemic.
5	Discussions with school staff indicate that levels of parental engagement are lower for children who are disadvantaged. This includes lower levels of engagement with parent events such as open/information evenings and parents evenings.
6	Support for home learning is sometimes limited for children who are disadvantaged. This includes access to enrichment activities, support for learning at home and access to resources that support learning.
7	Attendance data suggests that levels of attendance for disadvantaged are in line with non-disadvantaged pupils (+0.4% diff Sept -Dec 2021). Unauthorised absences are higher for disadvantaged children than non-disadvantaged children (1.93% vs 1.28% Sept to Dec 2021).
8	Numbers of families who receive pupil premium is lower in Key Stage 1 than in Key Stage 2 suggesting that not all families who qualify are applying. This could be due to universal free school meals in Key Stage 1 and the change to data for pupil premium being collected in October rather than January.
9.	EYFS baseline assessments (21-22) show that children who qualify for PP are significantly at risk of not meeting ELGs. As a class, in the areas of gross motor skills, self-regulation and managing self, children are at risk of not meeting/need extra support to meet ELGs.
10.	Barriers to learning for children who are disadvantaged are not clear when starting in EYFS.

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 attainment in reading, writing and maths among disadvantaged pupils.	KS2 outcomes in reading, writing and maths in 2023/24 show more than 85% of disadvantaged pupils met the expected standard.
Children who are disadvantaged continue to pass the Year 1 phonic screener in line with their non-disadvantaged peers.	Pass rates for the phonics screener for disadvantaged children are at least in line with non-disadvantaged children each year.
All pupils, and particularly disadvantaged pupils, sustain good levels of mental wellbeing.	Children make progress according to Thrive assessments and most children are secure in their right time assessments by the time they leave primary school.
Most Children in EYFS, particularly children who are disadvantaged, meet ELGs in all areas.	EYFS data shows that children who are disadvantaged meet ELGs or make appropriate progress according to their <i>My Support Plan</i> or <i>EHCP</i> outcomes.
Good levels of attendance for all pupils, particularly our disadvantaged pupils, are sustained and levels of unauthorised absence for disadvantaged pupils are reduced.	Levels of unauthorised absence for disadvantaged pupils is in line with that of children who are not disadvantaged. The overall absence rate for all pupils is no more than 5% and there is no attendance gap between disadvantaged pupils and their non-disadvantaged peers.
Levels of parental engagement are increased for all pupils, but especially for children who are disadvantaged.	Parents of children who are disadvantaged attend parents' evenings. Parents of children who are disadvantaged communicate with school via dojo. Parents of children who are disadvantaged listen to their children read at home at least once a week.

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: £16,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Quality First Teaching</u> Training, support and monitoring in place across the school to support all learners including children who are disadvantaged.	There is a strong evidence base that quality first teaching is the most important factor in raising achievement for all learners: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching https://assets.publishing.service.gov.uk/government/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf	1,2,3 & 9
<u>Thrive</u> Thrive to be embedded across the whole school for all children and all staff. Understanding of Thrive to be expanded to the wider school community.	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): https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf https://www.thriveapproach.com/about-thrive/impact-of-thrive/	4,7 & 10
<u>Diagnostic assessments</u> Purchase standardised diagnostic assessments and ensure that staff are trained to administer and interpret them correctly.	Standardised tests can 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: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Review_of_Attainment_Measures_final.pdf https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-non-specific/consistent-assessment-across-a-whole-curriculum/?marker=full-search-q-diagnostic%20assessments-result-8&t=3315	1, 2, 3 & 9

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

Budgeted cost: £11,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Marking for Impact</u> Children who are disadvantaged have 1:1 time with their for teacher over-learning.	Research shows that one to one tuition is effective at raising pupil outcomes, especially if it is explicitly linked with learning in class: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 3 & 9
<u>Reading</u> A 'Reading Champion' LSA supports reading across the school. Parents are supported to feel confident listening to their children read at home.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. This is most effective when balanced with comprehension skills: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3, 6 & 10
<u>Pre teaching</u> LSAs are restructured and trained so that targeted intervention is put in place across the school. Interventions are chosen that compliment the curriculum.	Research shows that targeted interventions can be effective in raising attainment when LSAs are trained to deliver the intervention, there is fidelity to the design of the intervention chosen and links between what is done in class and in the intervention are explicit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Interventions to be researched and chosen supported by the EEF toolkit. Pre teaching to be explored for maths and vocabulary: https://www.atm.org.uk/write/MediaUploads/Journals/MT262/MT26213.pdf	1, 2, 3 & 9

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

Budgeted cost: £8,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Wellbeing</u> Vulnerable groups receive support from Pastoral Lead who is the Thrive practitioner.	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): https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf https://www.thriveapproach.com/about-thrive/impact-of-thrive/	4 1, 2, 3 & 9
<u>Forest School</u> Forest School Lead to run playtime/ lunchtime clubs, afternoon groups and smaller targeted projects 1:2 or 1:3. Parents will be involved to build engagement. Dojo will be used to celebrate achievements in Forest School.	Evidence suggests that approaches supporting the social interactions between children can be effective. These can be especially beneficial for children who are disadvantaged. Non-cognitive skills such as perseverance, motivation and self-control are associated with positive academic outcomes: https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1446430 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Lit_Review_Non-CognitiveSkills.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	4, 5, 6 1, 2, 3 & 9

<u>Attendance</u> Embedding principles of good practice set out in the DfE's Improving School Attendance Advice. This will involve parents being offered direct support from the school Parent Support Advisor, close contact between the headteacher and persistent absentees/latecomers, attendance information is shared with stakeholders including parents, involvement of EWO where necessary. Pupils who are persistently absent are identified.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. At Hilperton, attendance levels for our disadvantaged pupils is in line with all pupils. There are higher levels of unauthorised absences amongst disadvantaged pupils: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	7
<u>Parental Engagement</u> Principles from EEF guidance report to be embedded. Support to be given for enrichment activities including music lessons/sports clubs	Research shows there is a clear link between children's learning at school and their home environment: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability	5, 6
Increase in numbers of families who claim free school meals increases in Key Stage 1 – more information to parents about pupil premium, all parents sent the application paperwork when they are in Reception or on starting at school.	https://www.gov.uk/government/publications/pupil-premium	8

Total budgeted cost: £36,198

Part B: Review of the previous academic year

2022-23

Outcomes for disadvantaged pupils

100% (n=1) children who qualify for pupil premium achieved the expected standard in all the Early Learning Goals. Children with SEND supported with IEPs also achieved the expected standard in all the Early Learning Goals.

25% (n=4) children who qualify for pupil premium passed the Y1 phonics screener.

0% (n=4) children who qualify for pupil premium reached the expected standard in reading, writing and maths in Y2.

100% (n=1) children who qualify for pupil premium achieved the expected standard in GPS and reading in Y6, 100% (n=1) children who qualify for pupil premium were working towards the expected standard in maths.

Progress continues to be significantly disrupted due to Covid-19 related school closure. Monitoring meetings (Team Around the Class) are held termly to discuss barriers to progress for all children, including those who qualify for pupil premium funding.

Children's wellbeing has been monitored using The Thrive Approach. Due to right time support, and small group and 1:1 intervention from our Thrive practitioner, children's scores in Thrive are increasing. Those who are making less progress are quickly identified and support is put in place. Training has been in place for LSAs to run social skills interventions. A new Forest School lead has been in post and an action plan for development of this resource is being implemented.

Parental engagement continues to be a priority for staff, particularly for families with children who qualify for pupil premium. Class dojo is used effectively across the school and parents evenings are well attended with opportunities to attend in person or on the phone offered. Opportunities to strengthen links with parents went ahead successfully. For example celebration assemblies, classroom connect meetings, and showcase and share events.

Hilpertown School has a Reading Champion who supports children across the school and ensures that books are changed regularly and in line with our phonics scheme.

Marking for Impact is in place from Sycamore class upwards and its effectiveness is monitored by SLT. This year, classes were covered to increase effectiveness. This intervention is targeted for pupils who qualify for the pupil premium.

Training for paired reading and 'My Sentences in Colour' was delivered to support staff and is used for key children across the school.

Training at Springfield Academy for Attention Autism and TEACCH approaches was completed by 2 LSAs.

School Improvement Advisor visited Hilperton in March 2022 and advised on areas of strength and areas for development which have been incorporated into the school improvement plan.

Attendance data for children who qualify for pupil premium funding was 86.63% for the year 22-23. Whole school attendance including pupil premium pupils was 94.38%. Comparative data is not available due to the Covid pandemic. However, the school follows clear policies and procedures to improve attendance.

The role of Marking for Impact at Hilperton School is being considered and monitored for its efficacy.

Whole school training on ACES completed.

Whole staff training on Thrive.

Two Thrive at Home sessions were run for parents and were well attended. Pastoral Lead completed Family Thrive Training in order to be able to run 6 week courses for parents.

Children who qualify for pupil premium funding are entitled to financial support for 50% of the cost of trips and residential visits.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	