

## 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	Hemswell Cliff Primary School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Angie Waplinton
Governor / Trustee lead	Gary Longstaffe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5801
<b>Total budget for this academic year</b>	<b>£37,931</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Through Quality First Teaching, research-based intervention and strong pastoral support, we aim to reduce the gap in attainment and achievement for our disadvantaged children and their peers. In recognition of the context of the starting point of many of our disadvantaged children, we have a strong focus on the teaching and learning of English and Mathematics; we explicitly teach vocabulary, communication and reasoning skills.

The proportion of disadvantaged children in our school is historically high – in the last three years it has fluctuated between 60% and 70%. These children face further challenges through high levels of mobility and high levels of SEND. Before the pandemic, end of KS2 data showed that the gap between our disadvantaged children and their peers was narrowing; latest internal data shows that, from low starting points, the attainment gap has widened significantly, although the progress of disadvantaged children is broadly in line with their peers- very small cohorts affect data.

This strategy aims to improve the language and communication skills of our disadvantaged children and re-establish the resilience and growth mind-set (in and out of the classroom) that has been lost during the pandemic, in order to secure positive outcomes of this cohort of children.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment for pupils in receipt of PPG are not as strong as for other groups across the curriculum – poor language skills impact on the children’s ability to develop reading skills and written language.
2	The majority of pupils in receipt of PPG also have SEN; data shows that our main areas of need is in cognition and learning. Structured, research-based interventions need to be in place for these children to enable them to make progress within their learning across the curriculum.
3	The emotional health and well-being of our pupils, including these eligible for PPG is a huge factor in how well the children achieve in school. School is very caring and nurturing- promoting a safe and secure learning environment with high aspirations; a member of staff is trained as a mental health first aider and school achieved the and staff are being trained in ELSA. If the children are emotionally healthy then their attendance, attitudes to learning and ultimately their achievements will improve – again even more important following Coronavirus pandemic.
4	Prior to the pandemic, school had worked hard to raise attendance levels of disadvantaged children so that they were broadly in line with other groups across the school. Unsurprisingly, attendance rates have fallen back and we need to revisit previous strategies to promote more regular attendance of our disadvantaged pupils.

## 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
<p>To improve the speech, language and communication skills of all children in receipt of PPG</p>	<p>Proportion of children achieving ELG in Language and Communication is in line with other school groups.</p> <p>Number of Y1 and Y2 disadvantaged children achieving KS1 phonics screening check is in line with other in-school groups.</p> <p>Accelerated Reader Vocabulary quizzes, GAPS assessments and independent writing across the curriculum show an improved use of language by children who are in receipt of PPG.</p> <p>Lesson observations, behaviour logs show, pupil interviews show a good development in the social aspects of learning -making friends, working in group and building relationships.</p> <p>Internal tracking, book scrutinies show that Improved verbal communication has led to improved written communications for children in receipt of PPG.</p>
<p>To ensure each SEND child in receipt of PP receives personalised intervention specific to their individual need in order to maximise progress in reading, writing &amp; maths.</p>	<p>Interventions are in place for those children who need them – Talk Boost, Language for thinking, Toe by Toe, Plus 1, Power of 2; Precision teaching.</p> <p>Individual pupil profiles evaluated termly through SEN reviews to ensure maximum impact on pupil progress</p> <p>Internal tracking shows that SEND children eligible for PPG are making the progress expected of them in all areas of the curriculum.</p> <p>Children are thriving as learners as they progress onto the next stages of their learning.</p>
<p>To support the emotional health and well-being of pupils in receipt of PPG</p>	<p>By meeting the emotional needs of the children, they are learning better and are happier in school.</p> <p>Targeted children are accessing drop-ins with the ELSA mentors - Baseline and end of intervention assessments show progress made and impact of intervention</p> <p>Attendance and punctuality levels of children in receipt of PPG are in line or above that of other groups and/or in line with National expectations.</p> <p>Number of behavioural incidences and fixed-term exclusions are further reduced.</p>

<p>To improve attendance of disadvantaged children so that it is in line with the National Average/ 95+%</p>	<p>Support is in place for those families who are struggling to manage regular attendance.</p> <p>Pupil interviews/ feedback from surveys show that children feel safe and well supported in school and are happy to attend.</p> <p>Regular monitoring of attendance data has led to early intervention.</p> <p>Data shows that attendance levels for PPG children is in line with the rest of their peers</p>
--	--

**Activity in this academic year: 2022-23**

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>To refresh and refine teaching of phonics / early reading (RWI)</u></b></p> <p>Phonic lead to access Leadership Implementation Day (July 2022)</p> <p>Whole school training for speed sounds (September 2<sup>nd</sup>)</p> <p>Phonics lead has access to portal to create pathways for RWI staff to access training when necessary.</p> <p>Staff to use the portal to provide interactive activities for children.</p> <p>YR/ KS1 staff to receive Storybook lessons training (from RWI portal).</p> <p>All staff teaching phonics to meet every two weeks to discuss possible CPD, review teaching .</p> <p>Parents phonics workshop.</p> <p>Tracking updated to portal every 6 weeks – intervention</p>	<p>In order to develop a complete understanding of the English language, children must be able to grasp and master key skills. They must be able to recognise letters; they must be able to turn these letters into words; and they must be able to turn words into sounds and make sense of these sounds.</p> <p>It is essential for children to learn the relationship between letters and sounds because the English language relies heavily on letters to represent sounds.</p> <p>Phonics is the process of teaching children how to achieve this.</p> <p>Introducing young children to the joy and wonder of books requires a systematic teaching of phonics. At our school we use the Read, Write Inc Scheme because:</p> <ul style="list-style-type: none"> <li>• bespoke training and support will ensure that teachers know how to teach even the most struggling reader – including older children</li> <li>• children will develop reading fluency so they can read with comprehension</li> </ul>	<p>1,2</p>

<p>in place for children not making expected progress. Phonics lead monitoring of teaching/ learning every 2-4 weeks.</p> <p>Improve listening and oral blending through use of Fred Games</p> <p>Introduce Talk through Stories from RWI to YR and KS1.</p> <p>Children who are not making expected progress are quickly identified and will receive additional support e.g., through RWI tutoring.</p>	<ul style="list-style-type: none"> <li>children will develop the co-operative behaviour necessary for them to articulate their ideas and understanding</li> </ul>	
--	---	--

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

Budgeted cost: £26,101 – from pupil premium and recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure each SEND child in receipt of PP receives personalised intervention, research based specific to their individual need in order to maximise progress.</p> <p>SENDCo to be in school for extra half a day each month to monitor impact of interventions and support staff</p>	<p>Our number of SEN pupils who are eligible for PP is above national average.</p> <p>Due to disruption to education in the last 2+ years, children will need more individualised and targeted support to catch-up</p> <p>We will continue to use research-based interventions from previous years and will embed the use of Talk Boost, which was introduced to school in 2021-22.</p>	<p>2</p>

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

Budgeted cost: £9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of ELSA Mentors 2x per week to ensure children have time and support to work on identified targets</p> <p>Class teachers to focus on building, embedding and repairing relationships so it is at the heart of the school aims and Values system.</p> <p>Targeted children are accessing Feelings Detective Programme with ELSA Mentor.</p> <p>ELSA mentor is having regular contact with parents of mentees.</p> <p>Continue to liaise with Mental Health School's Team SENDCO/ Head Teacher as Lead Professionals for TAC</p>	<p>The pastoral support that the ELSA lead can provide, means that appropriate support/ initiatives can be put in place in a timely manner; outside agencies can be contacted to help our children achieve at their best. The positive relationships between the ELSA lead children and families means that children feel confident to share any worries or concerns they may have. Regular mentoring time set aside for reflection will develop the children's ability to be more aware of the present moment, their thoughts, feelings, their body and the world around them. Research shows that this can positively change the way children feel about life and help them to approach challenges - both in and out of school – in a more positive way.</p> <p>In light of the Coronavirus pandemic, coupled with the current cost of living crisis, and its impact on children and staff's mental health and well-being, this focus on Nurture and compassionate kindness is even more important.</p>	<p>3</p>
<p><b><u>To improve parental engagement in their children's education.</u></b></p> <p>School to be involved in piloting the Caring2Learn Parents2gether – Learning Homes project – toolkit to promote the following areas:</p> <ul style="list-style-type: none"> <li>• Overall approach to parenting and learning</li> <li>• Practical learning activities in the home</li> <li>• Family well-being</li> <li>• Supporting education</li> </ul> <p>Re-establish curriculum workshops (phonics, reading for pleasure, maths reasoning), Learning Cafes and Showcase Assemblies.</p> <p>Personal Invites any parents who have not attended any learning event</p>	<p>We need to re-engage with parents so that they understand the importance of good attendance and its link to progress in learning, but also in promoting relationships within school.</p>	<p>4</p>

<p><b><u>Attendance as a whole school priority.</u></b></p> <p>Update policy and send home FPN risk warning letter. (Sept 2022)</p> <p>Weekly class attendance awards</p> <p>100% attendance certificates for Terms 1-6.</p> <p>Attendance data included on every newsletter, HT report to Governors.</p> <p>Agenda item on each monthly safeguarding meeting</p> <p>Discussions around attendance included in SEND reviews</p> <p>AW or HJ to attend LA workshops</p> <p>Attendance warning/ thank you letters sent out each half-term</p> <p>Attendance panels to be held when necessary.</p> <p>Complete Early Help Assessments if needed.</p> <p>Liaise with attendance leads in other local schools to gather best practice ideas.</p>	<p>Attendance of disadvantaged children in 2021-22 was 89.94%; non-disadvantaged was 92.7%.</p> <p>The best way to improve attainment and achievement is through regular, punctual attendance.</p>	<p>4</p>
<p><b><u>To meet the needs of children with Emotionally Based School avoidance (EBSA)</u></b></p> <p>All staff to adopt whole school practices that promote wellbeing and positive mental health in our children.</p> <p>Seek support from LA EBSA case worker where necessary.</p> <p>ELSAs to support any barriers to attendance – following EBSA guidelines/ ATTEND framework and use of School well-being cards.</p>		

**Total budgeted cost: £37,701**

## 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.

<p>Internal tracking shows that disadvantaged children made the progress expected of them when they were in school. It must be noted though, that attendance rates for disadvantaged children were lower than for their peers</p> <p>67% of Y6 disadvantaged children were on the SEND register, including 1 EHCP. However, some disadvantaged children did achieve ARE in reading, writing and GAPS</p> <p>Disadvantaged children achieved in line with their peers at the end of KS1 and better than their peers in reading. Disadvantaged children performed better than their peers in June 2022 Y1 phonics screening checks.</p> <p>Despite the level of emotional and behavioural needs of some of our disadvantaged pupils, there were no exclusions in 2021-22</p>
--

### 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
Talk Boost	

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



**Further information (optional)**

--