

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Hatherop C of E Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	6.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 -2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Taryn Hancock, Headteacher
Governor / Trustee lead	Milly Bowring, Curriculum Committee Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8070
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 10 070
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# 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.

High-quality teaching 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.

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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils as well as pupil progress meetings with staff indicate that disadvantaged pupils generally have greater difficulties with reading than their peers. This also negatively impacts their development as writers.
2	Our evidence of engagement in learning during lockdown, as well as discussions and observations since school reopened to all pupils, indicate that the education and well-being of disadvantaged pupils have been impacted by

	<p>school closures to a greater extent than other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in reading and writing.</p>
3	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to discord in the home, and the lack of enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including attainment.</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 reading attainment among disadvantaged pupils	By 2024/5 90% (i.e. 4 or 5) of our disadvantaged pupils are achieving at the expected reading / writing standard, assessed either through KS2 statutory assessments, or through the school's own assessments, depending on which year they are in
Improved writing attainment among disadvantaged pupils	Disadvantaged pupils achieve results, at least in line with, or better than with national in 2024/25 (Current Year 4 pupils)
To achieve and sustain improved well -being for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained level of well-being from 2024/25 evidenced by:</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parental surveys</li> <li>• Participation in enrichment activities that might have otherwise have been inaccessible due to cost implications</li> </ul>

## 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: £ 8070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To enhance our teaching of reading and phonics using a whole school approach, which ensures high quality teaching in all classes.</p> <p>This will be done through internal staff CPD on the Dfe Reading Framework.</p> <p>All teachers and teaching assistants to have internal phonics training.</p> <p>Whole class reading training through an external provider will take place on an INSET day.</p> <p>TA's will be provided training to support this strategy in mixed classes (eg Providing small group structured support)</p> <p>Funding will be used for training and staff time.</p>	<p>The <a href="#">EEF's phonics Toolkit strand</a>, shows phonics teaching can have a positive impact (+5 months) based on extensive evidence, particularly for disadvantaged pupils.</p> <p>The <a href="#">DfE's Reading Framework</a> (2020) sets out principles and best practice in teaching systematic phonics.</p> <p>The <a href="#">EEF's guidance on making best use of TAs</a> (2018) shows TAs can have the greatest impact on attainment when trained to deliver structured small-group, evidence-informed interventions.</p>	1,2
<p>Purchase a standardised diagnostic assessment tool for reading. (<i>PM Benchmarking</i>) Termly assessment of all plus additional assessment when performing below age related expectations.</p>	<p>The <a href="#">EEF's guidance on diagnostic assessment</a> emphasises the importance of using a variety of assessment tools to understand pupils' strengths and weaknesses and measure progress (e.g. reading fluency and comprehension scales).</p>	1,2

(Training time for staff to ensure it is being used consistently across the school)		
Purchase of books (Oxford Reading Tree) which fit with the whole school reading approach supporting readers who are reading at a level below their age. Content appropriate readers – (Project X)	The <a href="#">DfE's Reading Framework</a> (2020) emphasises the importance of reading for pleasure and having a variety of age-appropriate books available to support reading. This is particularly important for disadvantaged pupils who may have less books available at home.	1,2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional structured phonics small group sessions targeted at pupils who are attaining below age related expectations, particularly disadvantaged pupils. Funding will be used for staff training and time.	The <a href="#">EEF's phonics Toolkit strand</a> , provides evidence that targeted, systematic phonics interventions are most effective when delivered as regular sessions in small or one-to-one groups.	1,2
Engaging in a school led programme to provide tuition for those whose education has been most impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged. Funding will be used for staff time to deliver tutoring.	The EEF Toolkit strands on <a href="#">one-to-one</a> and <a href="#">small group</a> tutoring show that tailored tuition can be a highly effective method to support low attaining pupils or those falling behind.  The <a href="#">DfE's School-led Tutoring guidance</a> provides good practice principles and expectations regarding training.	1,2

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding will be provided to disadvantaged pupils. To enable them to attend wider educational activities and participate in enrichment activities. (eg school trips, music lessons or other activities of choice)</p>	<p>The EEF Toolkit entries on <a href="#">arts participation</a>, <a href="#">physical activity</a> and <a href="#">extending school time</a> provide evidence that participation can improve well-being, attendance and attitudes to learning, particularly for disadvantaged pupils.</p> <p>The <a href="#">YEF Toolkit entry on after-school enrichment</a> provides evidence that it can improve behaviour.</p>	<p>3</p>
<p><i>TISUK</i> approaches to be embedded into routine educational practices supported by professional development and training for staff. Funding will be used for training and development of staff.</p>	<p>Although there is a need for more evidence on trauma-informed approaches (<a href="#">Maynard et al., 2019</a>), it reflects many of the evidence-based principles in the <a href="#">EEF's Improving Behaviour in Schools</a> guidance report (e.g. it is important to take a whole-school approach, understand pupils' influences, and target approaches at pupils in greatest need of support).</p>	<p>1.2.3</p>

**Total budgeted cost: £ 10 070**

## 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 2020 to 2021 academic year.

No disadvantaged pupils said that they were unhappy at school and did not enjoy learning in the summer 2021 pupil views survey. All disadvantaged pupils were performing at the expected level in Maths and Science in our internal summer 2021 assessments. However, three out of five disadvantaged pupils were performing below the expected level in reading and writing, due to learning loss during the pandemic. This is why this is the focus of our current strategy. Pupil premium-funded activity included external tutoring via NTP Tuition Partners and the provision of devices during periods of remote learning, as well as our usual focus on quality-first teaching.

### 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>
Floppy's Phonics	Oxford Owl
The Write Stuff	Jane Considine
Nessy Reading and Spelling	Nessy
Spelling Shed	EdShed
NCETM maths mastery resources	NCETM
White Rose Maths	White Rose Maths