

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	Hatherop C of E Primary School
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2026
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Camilla Bowring
Pupil premium lead	Taryn Hancock, Headteacher
Governor / Trustee lead	Camilla Bowring, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9002
Recovery premium funding allocation this academic year	£3680
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	£12682

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 similar or accelerated progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery and supporting those with special educational needs, notably in its targeted interventions and support (e.g. through School-Led Tutoring) for pupils who need it most, 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 over a year ago, indicate that the education, health and well-being of disadvantaged pupils have been impacted by school closures to a greater extent than other pupils. These findings are supported by national studies. The school has worked hard to address these gaps since school has opened, but some pupils are still lagging behind age related expectations, especially in reading and writing.
3	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. The cost-of-living crisis has exacerbated these challenges, which particularly affect 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
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	By 2024/5 80% (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.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	Sustained level of well-being from 2024/25 evidenced by: <ul style="list-style-type: none"> • Pupil voice • Parental surveys • Participation in enrichment activities that might have otherwise have been inaccessible due to cost implications

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: £6 600

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, particularly for new staff, to ensure consistency in teaching phonics across the school.</p> <p>KS2 staff also to have phonics through the English hub.</p>	<p>The EEF's phonics Toolkit strand, shows phonics teaching can have a positive impact (+5 months) based on extensive evidence, particularly for disadvantaged pupils.</p> <p>The DfE's Reading Framework (2020) sets out principles and best practice in teaching systematic phonics.</p>	1,2

Funding will be used for training and staff time.		
Staff meeting by English lead to work with staff to develop a shared approach to teaching spelling incorporating phonics strategies as outlined above. Funding to be used to purchase spelling shed to support teaching and learning.	The EEF's phonics Toolkit strand , shows phonics teaching can have a positive impact (+5 months) based on extensive evidence, particularly for disadvantaged pupils. The DfE's Reading Framework (2020) sets out principles and best practice in teaching systematic phonics.	1,2
Purchase of more books to enhance the variety of books children can choose from, which importantly represent a diverse culture and family demographics.	The DfE's Reading Framework (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
Whole staff approach to teaching pupils with SEMH needs. CPD – strategies to support the SEMH needs of pupils (NASEN) Funding used for training and follow up support from NASEN.	Our approach to supporting SEN pupils reflects the principles in the EEF's SEN in Mainstream Schools Guidance report (2021), including the need for a whole-school approach. NASEN has been funded by the EEF and their training also reflects this evidence.	1, 2

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional structured phonics small group/individual sessions targeted at pupils who are attaining below age related expectations, particularly disadvantaged pupils. Funding will be for release time for senior teachers to deliver high quality phonics intervention.	The EEF's phonics Toolkit strand , provides evidence that targeted, systematic phonics interventions are most effective when delivered as regular sessions in small or one-to-one groups. The EEF Toolkit strands on one-to-one and small group tutoring show that tailored tuition can be a highly effective method to support low attaining pupils or those falling behind.	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 to pay tutor	The EEF Toolkit strands on one-to-one and small group tutoring show that tailored tuition can be a highly effective method to support low attaining pupils or those falling behind. The DfE's School-led Tutoring guidance provides good practice principles and expectations regarding training.	1,2

for delivery and preparation.		
<p>To engage in 1:1 or small group emotional literacy sessions with a trained ELSA. Pupils will overcome barriers which serve to hinder academic progress.</p> <p>Funding will be used to support ELSA release time from class as well as resources to support emotion coaching</p>	<p>The EEF's guidance on making best use of TAs (2018) shows TAs can have the greatest impact on attainment when trained to deliver structured small-group, evidence-informed interventions.</p> <p>The EEF Toolkit strand social and emotional learning shows that targeted approaches can have the greatest impact.</p>	2, 3

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

Budgeted cost: £ 2 000+ any remaining money

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 arts participation, physical activity and extending school time provide evidence that participation can improve well-being, attendance and attitudes to learning, particularly for disadvantaged pupils.</p>	3
<p>Funding is set aside to enable disadvantaged pupils to attend After School Clubs and Breakfast club.</p>	<p>The YEF Toolkit entry on after-school enrichment provides evidence that it can improve behaviour.</p>	3

Total budgeted cost: £ 12 600

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.

Attainment

At end of 2021/22 academic year:

- 100% of Year 1 children passed the phonics screening check (Gloucs average of 67%)
- 100% of Year 6 children achieved the expected level in reading and writing (Gloucs average of 77%)
- 91% of Year 2 children achieved the expected level in reading and 73% in writing (compared to a Gloucs average of 68% and 58%).

We cannot publish external assessment results for pupil premium children separately because of small numbers. In internal assessments across all years two thirds of pupil premium children were attaining in the expected level in reading and writing, and all pupils were attaining at the expected level in maths.

Enrichment and social and emotional support

All pupil premium children accessed a variety of enrichment activities in the last academic year. In our pupil survey ~83% of pupils say they are happy at school and have an adult they can talk to if something is worrying them (with 15% not sure and 1-2% saying that is not that case). We cannot break these figures down for pupil premium children because of the small numbers and anonymous nature of the responses.

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
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