

Pupil premium strategy statement 22 - 23

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	Hordle CE Primary School
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	20th September 2022
Date on which it will be reviewed	20th July 2023
Statement authorised by	Fiona Adams
Pupil premium lead	Louise Trim
Governor / Trustee lead	Hannah Rook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,975
Recovery premium funding allocation this academic year	£0
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	£85,975

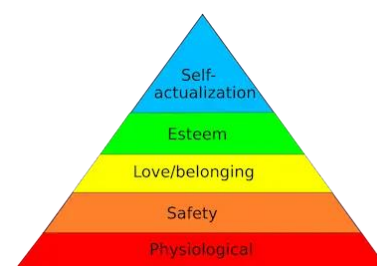
Part A: Pupil premium strategy plan

Statement of intent

In accordance with our school Bible verse, our intention is to ensure that pupil premium pupils are given an equal chance to **live life; life in all its fullness** (John 10:10).

What are the goals for our disadvantaged pupils?

First and foremost, we recognise that mental health and well-being is essential for all our pupils both in regards to their social development and in terms of their readiness to learn. In line with Maslow's hierarchy of needs, when pupils feel safe, have a sense of belonging and the strategies they need to empower themselves then they will be more ready to learn.



We are passionate believers in the 'team around the child' and therefore recognise the significance of engaging with parents. We seek advice and support from a wide range of agencies and wish to work collaboratively to seek the best outcomes for all our pupils.

Fundamentally, we aim for all our disadvantaged pupils to leave our school with the skills they need to be successful, life-long learners. All pupils will leave our school able to read and will have enjoyed a wide range of high quality children's literature during their time at Hordle. They will have acquired essential writing skills, including developing a secure grasp of transcription skills in order to access the wider curriculum. They will have a confident grasp of concepts in Maths and through a progressive curriculum, steeped in retrieval practice, will retain knowledge of Science, History, Geography and the wider curriculum.

What are the key principles of this plan?

- 1) To promote the mental health and well-being for all disadvantaged pupils;
- 2) To actively engage parents in their child's learning;
- 3) To close the gap in academic achievement between PP pupils and non-PP pupils;
- 4) To ensure disadvantaged pupils make good progress;
- 5) To ensure that disadvantaged pupils have the transcription skills they need to communicate effectively;

Challenges

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

Challenge number	Detail of challenge
1	An continuous need to train pupils in strategies to support mental well-being and an urgent need to train new pupils in strategies such as ZOR;
2	An increasing number of disadvantaged pupils with additional needs;
3	Levels of parent understanding of educational/social theory and strategies and support systems which can be implemented at home;
4	Differing levels of attainment of pupils on entry;
5	Low levels of transcription skills for some disadvantaged pupils, including spelling, handwriting and a secure grasp of basic punctuation.

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
All pupils will have a range of strategies to promote their mental well-being.	<ul style="list-style-type: none"> ● language associated with emotions ● identify safe adults ● sharing their passions/interests ● knowledge of ZOR ● engagement in pupil voice agenda
All parents will be invited to attend parent workshops relevant to the needs of their child/children.	<ul style="list-style-type: none"> ● reading ● multiplication tables ● spelling ● SPLAT sessions for Early Years
To ensure that PP pupils make at least expected progress	<ul style="list-style-type: none"> ● Ensure that TARE 1 pupils convert to ARE within the academic year;
To ensure that disadvantaged pupils secure transcription skills;	<ul style="list-style-type: none"> ● Feedback for pupils will be targeted on transcription skills; ● English books will show that disadvantaged pupils are making progress with their use of transcription skills; ● Pupils will receive feedback on their applied spelling;

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: **£32,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead and Coaching	EEF and Sutton Trust research based on the work of John Hattie shows that coaching 'improves learning in the classroom - it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.' <i>Focus education - Impact of Coaching</i>	Pupil Premium Lead Annual coaching PP monitoring and reporting costs PP Lead training
Staff Training in Zones of Self-Regulation	<i>Life is 10% what happens and 90% how we react to it.</i> CHARLES SWINDOLL https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/learn-more-about-the-zones.html	1, 2
Staff Training in Mental Health and Well-being	https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf	1, 2
Mental Health and Well-being First Aider	EEF toolkit recognises that social and emotional learning (SEL) interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. It has an impact of 4 months.	1
Staff CPD in transcription skills <ul style="list-style-type: none"> ● Whole staff training ● Monitoring 	'John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'. EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant.'	4,5

	<p>Education Endowment Foundation - Improving Literacy in Key Stage 2</p> <p>'It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition.⁶⁴ This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation).'</p>	<p>3 X staff meetings</p> <p>3 x monitoring</p>
Pupil Premium Observation and Monitoring	Headteacher and deputy headteacher learning walks and lesson observations with a PP focus	2, 4
Development of progression documents for handwriting	<p>Education Endowment Foundation - Improving Literacy in Key Stage 1/2</p> <p>'Teaching accurate letter formation is essential to improving the quality and fluency of pupil's handwriting. Although children are explicitly taught letter formation in the early years and Key Stage 1, many children continue to struggle with letter formation or develop inaccurate letter formation habits in Key Stage 2. Developing pupils' handwriting fluency and accuracy is therefore important for this age group.'</p>	4,5
Development of oracy skills through Let's Think	<p>Let's Think in English</p> <p>Let's Think in English is designed on exactly the same principles as Cognitive Acceleration in Science Education (CASE) which was developed and repeatedly trialled over 30 years at King's College London. It shows that structured development of students' cognitive skills over two years raises their attainment by between 1 and 2 GCSE grades.</p>	<p>2</p> <p>Cost of the programme and training</p>
SENCO support for disadvantaged and vulnerable pupils	<p>Teaching assistants can provide a large positive impact on learner outcomes however, how they are deployed is key.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2</p> <p>Non-class based SENDCO</p> <p>TA training every term</p>

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

Budgeted cost: £20,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wave 3 Interventions for English</p> <ul style="list-style-type: none"> - Alpha2Omega - Catch up Literacy - Success@Arithmetic - Power of 2 - PASS - AcceleRead, AcceleWrite 	<p>EEF reading interventions have a proven record of making approximately 5 months+.</p> <p>Standardised progress results show pupils make better than expected progress over the course of the intervention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 4</p> <p>Adult delivery</p>
<p>Wave 3 Interventions for Mathematics</p> <ul style="list-style-type: none"> - Success@Arithmetic - Power of 2 - First Class @ Number 	<p>Success@Arithmetic website says: 'Pupils made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.</p>	<p>2, 4</p>
<p>Wave 2 Direct Instruction</p> <p>Precision teaching with TA</p>	<p>EEF toolkit individualised instruction</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Impact 4 months</p>	<p>2, 4</p> <p>21 x pupils receiving 3 x per week 15 minutes</p>

SALT	Targeted speech and language interventions	
ACCESS TO ONLINE INTERVENTIONS/MATERIALS <ul style="list-style-type: none"> • Lexonik • Reading Plus • Century • Target PP pupils and track progress of PP pupils through interventions 	EEF: Reading comprehension strategies EEF: Small group tuition	2, 5
LEXONIK	Year 5 Phonics Intervention for Higher Reading	2, 5

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

Budgeted cost: £30,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning and deliver parent workshops	EEF - Working with parents to support children's learning 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.'	3
ELSA and nurture <ul style="list-style-type: none"> - Appointment of an ELSA for targeted interventions - Designated key worker time for those requiring additional pastoral support 	EEF toolkit recognises that social and emotional learning (SEL) interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. It has an impact of 4 months	1 15 x keyworker @ 20 minutes per week 10 x pupils @ 45 minutes per week

Lunchtime Pastoral Lead	<p>The evidence for play-based learning indicates a positive relationship between play and learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	1
Development of an ASD support and social group	<p>EEF toolkit guidance: Special Educational Needs in Mainstream Schools</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Schools should promote positive relationships, active engagement, and wellbeing for all pupils.</p>	2,
Vulnerable Pupil Transition Lead	<p>https://www.oneeducation.co.uk/news-blog/the-importance-of-a-good-transition</p> <p>Most research into transition focuses on the move from primary to secondary settings, however thinking about transition is key in all year groups. Transition puts enormous demands on to children – socially, linguistically, emotionally, academically and practically. Some children will inevitably find transition more difficult than others, however this can be mitigated. Whether children are moving between year groups at the same school, or moving to another setting entirely, transition needs to be a top priority.</p>	3
Attendance lead and team meetings	<p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	3
Afterschool art therapy group		1
Access to reading books pitched appropriately		2, 4
School uniform subsidy		1
Breakfast Club Subsidy		1
Hordle Hub After School Club Offer 1 x club		1
Trip subsidy		1

Resources for personalised provision, e.g. books of interest, magazines, reward and recognition		1
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Total budgeted cost: £ 85,975

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.

	ARE+ PP	ARE + Non-PP	GDS PP	GDS Non-PP
Year 6 Reading	100%	94%	36.4%	41%
Year 6 Writing	82%	83.8%	27.3%	35%
Year 6 Maths	82%	89.2%	27.3%	32.4%
Year 2 Reading	50% (2/4)	61.2%	0%	18.4%
Year 2 Writing	75% (3/4)	59.2%	0%	2%
Year 2 Maths	100% (4/4)	65.3%	25% (1/4)	10%

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
Lexonik	Lexonik
Reading Plus	Reading Plus
1stClass@Number	Edge Hill University Every Child Counts
Success@Arithmetic	Edge Hill University Every Child Counts
Alpha2Omega	Pearson Schools
Catch up Literacy	Catch up Literacy
Power of 2	1, 2, 3 Learning
Acceleread, Accelewrite	The School Psychology Service

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.