

Pupil Premium Strategy Statement for William Hildyard Church of England Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs F Griffiths
Pupil premium lead	Mr M Baker
Governor / Trustee lead	Mr P Hilton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47090
Recovery premium funding allocation this academic year	£3915
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£2039
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,044

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.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a ‘first and best’ approach. 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 the National Tutoring Programme 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 achieve.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment in reading, writing and maths
2	Wider opportunities

3	Home engagement
4	Language development to support self-awareness

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
Children to achieve national expectation scores for both progress and attainment	<ul style="list-style-type: none"> - Children will achieve at least national average progress scores in reading, writing and maths at both Key Stage 1 and Key Stage 2 (0). - Children will attain in line with non-disadvantaged pupils and national averages in reading, writing and maths. This will be both for expected standard and greater depth standard. - Children will achieve at least national average for GLD. - Children will achieve at least national average in the Phonics Screen Check. - Disadvantaged children to be targeted in small group work to enhance their abilities in reading, writing and maths.
Children to have access to wider opportunities	<ul style="list-style-type: none"> - Children to have the opportunity to take part in enrichment experiences e.g. school trips and cluster events. - Children to access before school, lunchtime and after school clubs and activities. - Children to access Forest School.
Home engagement	<ul style="list-style-type: none"> - Children to engage with activities set for homework. This includes: - Reading on a regular basis at home (at least three times a week). - Completion of activities set for homework on our online platform, Purple Mash.
To increase language development to support emotional awareness	<ul style="list-style-type: none"> - Staff have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions, enhancing academic attainment and progress.

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: £42,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – teaching assistant support in class	Teaching assistants can offer targeted support in small groups to enhance the progress and attainment of the children they are working with	1

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

Budgeted cost: £3915

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-led tutoring programme</i>	Small group support outside of the classroom to re-enforce and practise prior learning in reading, writing and maths.	1

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

Budgeted cost: £ 7,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to wider curriculum opportunities e.g. Cluster Events, Forest School sessions etc.</i>	Increased confidence, increased well being and an increased sense of belonging through participating in wider activities.	2

<p><i>Enhance the participation in home learning amongst disadvantaged children</i></p>	<p>Increase in progress and attainment, as well as increased focus and sense of pride in completing work amongst the children.</p> <p>Facilitated by ensuring children have the correct IT access at home and that books are suitable for the children and age-appropriate.</p>	<p>1, 3</p>
<p><i>Increase in language development to support emotional awareness.</i></p>	<p>Staff have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions, enhancing academic attainment and progress. Achieved through continuous professional development amongst staff.</p>	<p>1, 4</p>

Total budgeted cost: £53,044

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Increase opportunities for reading across the school, for learning and pleasure

Reading sessions across school were monitored to be impactful, interesting and engaging. Changes have been made for 2022/23 to include a whole class teaching session within the Guided Reading carousel in Key Stage 2, to target specific areas of the reading curriculum.

Average progress scores for 2021/22 academic year (generated through our school assessment system, Target Tracker).

<u>Subject</u>	<u>Disadvantaged</u>	<u>Non-disadvantaged</u>	<u>Difference (+/-)</u>
Reading	6.05	5.95	(+0.10)
Writing	6.10	6.05	(+0.05)
Mathematics	5.95	5.90	(+0.05)

This shows that disadvantaged children have made slightly better progress than non-disadvantaged children across each of reading, writing and mathematics (6 points per year is average progress on Target Tracker).

To successfully embed the Achievement For All (AfA) Emotional Coaching Programme

Wellbeing stations are embedded in each of the classrooms. This allows the children to regulate their feelings and place these on the display in their classroom. Strategies are listed and regularly discussed in class, so children have a strong understanding of what to do, depending on the emotion they are experiencing. Staff have been trained in language to support emotional awareness, relating to the neuroscience underlying the emotional development. This has resulted in less escalation of incidents, as children and staff have a strong understanding of how to deal with a range of emotions that the children are experiencing.

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
Purple Mash	2Simple
Twinkl Phonics	Twinkl
Word Wasp	Hornet Literacy