

# Pupil premium strategy statement 2021-24

## Haselbury Plucknett First School

### LEARNING AND GROWING TOGETHER

Working together with parents and the wider community of church and village, we offer our children the chance to achieve their very best, academically, socially and spiritually. We provide a nurturing environment with values firmly rooted in our Christian Foundation: peace, self-control, trust, kindness, patience and love.

(Matthew 13:8) **“seed fell on good soil, where it produced a crop.”**

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	Haselbury Plucknett First School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/22 - 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governors
Pupil premium lead	Anne Higginbotham (Head teacher)
Governor / Trustee lead	Roger Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,760
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	£ 12760

# 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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
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1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Our attendance from 20-21 shows that whilst the overall attendance is expected, absence rates for disadvantaged children could be improved.
5	Assessments, observations and discussions with pupils indicate that disadvantaged pupils are demonstrating less retention due to challenges within their working memory. This negatively impacts their retention or knowledge and skills.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>significant participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

	<ul style="list-style-type: none"> <li>• Incidents of bullying continue to be very low.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> </ul>
To improve working memory strategies to support pupil learning, particularly with our disadvantaged pupils.	<p>Good academic progress particularly in Reading, Writing and Maths. Disadvantaged pupils 90% good or better and 30% with accelerated progress.</p>

## 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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 5</p>
<p>Continue to embed RWI programme across the school.</p> <p>Continuous training and resources will be purchased.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Observations and Assessments from last year demonstrated this approach accelerated learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>Establish a whole school sequential approach to teaching reading to include the teaching of vocabulary.</p>	<p>We have combined a range of research to develop our strategy. Developing reading comprehension provides pupils with a deeper understanding about what they are reading. We are also implementing oral instruction through the development of vocabulary teaching as part of our overall reading provision. The approach we have taken makes clear references to well researched metacognitive approaches.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1 and 2</p>

	Other research considered: Doug Lemov – Reading Reconsidered. Isabel Beck – Bringing words to Life.	
CPD on working memory strategies and CPD on longer term retention.	Observations and Assessment of current need in our school. Our internal picture shows that children struggle with their working memory. Some pupils with this difficulty are likely to be affected by cognitive overload due to external stressors and a reduction in attention as opposed to a specific learning difficulty. Teaching Walkthrus – Tom Sherrington	3 and 5
CPD on metacognition approaches to scaffolding learning.	Evidence shows that this approach can lead to accelerated progress in all areas. We also believe this will have a positive impact on pupil wellbeing.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2, 3 and 5

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

Budgeted cost: £ 9618

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and group targeted tutoring for identified pupils required accelerated progress due to gaps in learning from the disruption to their education by the pandemic.	Observations and assessments in school Education Endowment Foundation toolkits on individualised tuition and teaching assistant intervention. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2 and 5
Group support within the class to implement recovery alongside teaching.	Observations and assessments in school have shown that this can accelerate catch up, provided it is combined with a metacognitive approach to develop independence.	1,2 and 5
RWI intervention	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2 and 5

support to help catch up pupils	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £2,142

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>ELSA support for identified 1-1 and group provision</i>	<p>We have seen significant impact of this intervention for our children. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

**Total budgeted cost: £ 12760**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Where attendance was not an issue, disadvantaged pupils made good progress especially in years R, 3 and 4.

Individuals have been identified for additional support in 2021-22 to support their recovery needs. Part of this support will also be to increase the attendance of this group of pupils.

Overall our pupil premium strategy was effective in supporting learning during the pandemic, however further recovery is still needed this academic year.

### 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
Early Reading	Read Write Inc