

Pupil premium strategy statement

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	Hinguar Primary School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	22% (54)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Waite Headteacher
Pupil premium lead	Mrs White SENCO
Governor / Trustee lead	Mrs Hollidge

Funding overview

Detail	Amount
Total pupil premium budget, plus funding:	£58,765,00
COVID recovery premium allocation this academic year	£6,525
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	£65,290

Part A: Pupil premium strategy plan

Statement of intent

At Hinguar Primary School and Nursery we have high aspirations and ambitions for all our children and firmly believe that a child should not be held back by circumstance. We intend to remove barriers to learning and for all our pupils to achieve their potential.

Our strategy plan centres on delivering high quality teaching to meet the needs of our disadvantaged children and all children in our school community.

We will also address the gaps that disadvantaged children may have with targeted academic support. Children need to be ready to learn and our well-being provision for those who need it is an integral part of our plan.

We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Achieving, Caring and Respecting with Confidence.

Challenges

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

Challenge number	Detail of challenge
1	A low-starting point on entry into the EYFS. Speaking, listening and understanding skills in Reception are lower for pupils eligible for PP than for other pupils. This leads to lower starting points on the National Curriculum for Reading, Writing and Math in KS1.
2	Learning from home during Covid was challenging for many families and therefore we have identified more gaps in learning.
3	Social and Emotional needs have a detrimental effect on academic progress, these children needs are met on the SEND register.
4	Financial constraints can provide life limited experiences and opportunities to access extracurricular activities and raise aspirations and expectations.
5	High numbers of children and families face challenges with mental health and wellbeing including daily experiences. A number of families are supported historically or currently by Social Care. Parents need support from school to help them to support their children's learning at home.

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
To improve speech and language skills in EYFS and KS1 to further develop literacy and oracy for future learning	Pupils make progress in achieving age related expectations in CLL and PSED
To identify and fill the gaps in prior learning in all year groups. Gaps are identified and targeted through QFT/interventions. Pupils make accelerated progress from their starting points.	An increased number of pupils meet age related expectations in R/W/M. Gaps between PP and NPP pupils are reduced over time
Pupils with SEND make improved progress from individual starting points linked to their ISP SEMH outcomes.	Individual PP pupils with SEMH have made good progress from starting points in line with their ISP target.
Children to have high aspirations and prepare for success for all aspects of their future.	Pupils have a good understanding of the opportunities available to them and strive to achieve their best.
Pupils are engaged in learning and have developed a sense of pride in their education and are motivated to learn. Parents work collaboratively with the school.	Parental engagement and interactions with school and children are positive. Parents have increased knowledge and understanding of supporting children at home. Pupils are motivated and ready to learn.

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 £14,000 + £2,400 = £16,400

Activities	Evidence that supports this approach	Challenge number(s) addressed
Staff training based on Quality First Teaching (COVID Catch Up). Bespoke CPD Opportunities Course selected using evidence of effectiveness. Feedback to staff on courses attended to share good practice and new initiatives.	Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. The EEF Toolkit states there is clear evidence that it is more beneficial for areas like writing.	1,2,3
To provide training and resources to support comprehension of reading and the teaching of reading Dedicated Teacher to provide high quality interventions in KS2. Writing for purpose is evident in classes Whole school assessment Year 5/6 LSAs trained to deliver maths catchup.	EEF: Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. EEF: 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.' EEF: 'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.'	1, 2
Coaching for staff	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed,	1

	research tells us that high quality teaching can narrow the disadvantage gap. EEF	
Provide CPD for teachers, SENCO and support staff delivering PP/SEND interventions so that PP/SEND intervention provision is consistently high quality	EEF: The type and quality of CPD that schools use really matters when it comes to improving teacher quality and pupil attainment. Usually, effective CPD is supported by the school's leadership, sustained over at least two terms, includes expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work. All the programmes evaluated by the EEF with positive impact for pupils have high-quality staff training at their heart. The single biggest reason programmes evaluated by the EEF do not work is because of poor implementation, usually linked to challenges with training	3
To identify and fill gaps as they arise. HLTA targeted in class support. Support will be provided by HLTA or use of HLTA will allow more individualised attention from the teacher.	"Research on TAs delivering targeted intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress." EEF	1, 2

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated HLTA – High Level Teaching Assistant to provide high quality interventions for all Premium Pupils	EEF: 'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or	1, 2

Specific interventions for support staff through LSA training	small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'	
Speech and Language intervention using WELCOMM and Black Sheep resources	As research has suggested, early intervention can significantly increase the development of language skills. It has been concluded, through the action research, that screening children in Reception has a positive effect on the class teachers' ability to plan according to individual needs by having a more in-depth understanding of children's language development skills. It also provides opportunities for parents and carers to reflect on their child's language development through an offer of support with language development at home. (viridis-schools.co.uk)	1, 2

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

Budgeted cost: £24,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Healthy School's Award project participation Subsidy of trips Subsidies for families to ensure children can access all school activities as their peers. Visitors and additional curriculum events to motivate, enhance and engage learning Growth Mindset	The EEF Toolkit suggests parental involvement is consistently associated with pupils' success at school but developing effective parental involvement to improve their children's attainment is challenging and will need careful monitoring and evaluation. Impact from support provided last year shows barriers to learning have lessened, more parental support and family engagement. Pupils were able to focus on their learning.	3, 4

Well-Being Advocate PHSE lessons Assemblies	Pupils' horizons will be broadened, and they will learn more about culture, history, geography and the world they live in.	
Learning Mentor Provide small group sessions based on individuals needs e.g., friendship, social skills To identify and remove barriers to learning. To support key children and their families in their daily activities.	Pupils referred requiring additional support/play therapy will have a more focused 1:1 support package put in place. This support has proven in previous years to have a positive impact on pupils and enabled emotional resilience, which then impacts on learning and achievement.	3, 5
To support children to develop a sense of pride in their education/ motivation to learn. To mentor/coach pupils equipping them with skills/strategies enabling them to access learning and experience success.	"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF	2, 3, 5,
Nurture Provision: To provide nurture provision for children who display social and emotional barriers to learning and strive to ensure they can access the learning curriculum, making substantial progress considering their starting points.	Counselling Sessions SEL assessment programme – Pearsons Social Skills Improvement System Role Models Life Skills Package. Increased confidence and self esteem.	3
Bespoke parental involvement, 1:1, workshops which links to variables that impact their lives, such as hunger, family time and sleep.	Pupils need to be ready to learn. EEF Toolkit research suggests interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The support of the Pastoral Team has proven to impact on pupils' achievement and progress in class.	5

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.

The initiatives described in our previous plan had positive outcomes, particularly with our wider strategies that approached emotional well-being. The SEMH support we were able to provide throughout the pandemic was very valuable. We offered support to families who needed it. Our Learning Mentor support was used well to provide for children with varying barriers and enabled us throughout the pandemic, to supply effective remote provision. Formal performance measures were not used this year due to the pandemic.

1/2 To identify and provide early targeting support for Early Years focus on Reading and Writing. To raise the achievement and diminish the gap between PP and non-PP children in core subjects in KS1

- Over 60% were on track.
- LSA covered interventions Y2 while ECHP child was self-isolating.
- EY / KS1 teacher worked hard to ensure PP are identified in their class interventions.
- Through the information gathering information the PP are all working within their year group expectations except 2 children who we will be using the Engagement Model from September 2021.
- There were external professionals supporting the PP children in this area, during the pandemic.

1/2 To raise the achievement and diminish the gap between PP and non PP children in Writing and Maths in KS2

- PP/SEND pupils receive weekly individualised paper-based learning packs as needed.
Impact:
- PP/SEND pupils receive remote education that enables them to make progress.
- SEND risk assessment carried out for EHCP pupils learning remotely. Impact: PP/EHCP pupils are safe.
- SENCOs support staff in providing for SEND needs of individual pupils. Impact: teachers are supported in providing for the needs of PP/SEND pupils in class.
- EP staff training. Impact – teachers are provided with expert advice to support PP/SEND pupils in class.
- SENCO delivering Maths interventions before school and the Year 6 class teacher delivering 2 x weekly.
- SEND/ PP Y6 progress during lockdown with child attending school, massive progress made evidence through book scrutiny, KPI information gathering and teacher assessments
- Catch up interventions were planned for before school, main core subjects in upper KS2 and during the afternoon sessions by qualified teachers/ SENCO and experienced Year 6 support staff.
- The interventions are reviewed every half term to allocate the resources and staff with the relevant PP children.

- Gap between PP and non-PP children is diminished by the end of KS2, opportunities for early morning spelling sessions with the Learning Mentor.

3. Further increase participation of PP children to access extra-curricular activities.

- In school PP children received opportunities summer term – virtual experiences and workshops.
- PP/Vulnerable pupils – families received additional communication.

4. To improve social and emotional well-being for PP pupils and families

- Play therapist resigned. We employed a counsellor to support SEMH difficulties in school. The PP children accessing the service have good attendance and accessing learning with a positive attitude.
- PLT enhanced transition in Y6
- PP pupil supported by behaviour plans and Inclusion Team
- TEAMS workshops have continued to support SEMH difficulties such as sleeping, eating habits. Pastoral team focus on bespoke personalised support
- Updates through the newsletters – PP/SEND parents completed parent/carer surveys.
- Following COVID we need to engage more parents especially PP families with younger children to start introducing more workshops.
- 6% rise of PP children through COVID 19. Learning Mentor has had a high influx of PP children linked to friendship skills, anxiety and self-esteem. The children were highlighted through home learning engagement supported through home visits, TEAMS meetings and teacher referral.
- 1:1 sessions to ensure children were engaging with home learning, providing paper packs, support with food packages and financial support during lock down. 1:1 Parental support.
- Learning Mentor works with PP attendance children and families to support coming to school every day. This was encouraged through meeting and those children attended school during lockdown.