

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil 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 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% (52) F (26) M (26)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Waite Headteacher
Pupil premium lead	Mrs White SENCO
Governor / Trustee lead	Mrs Hollidge

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. Through our whole school improvement 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.

Funding overview

Detail	Amount
Total pupil premium budget, plus funding:	£75,885
COVID recovery premium allocation this academic year Tutoring Funding	£7,105 25% funded by the DFE & 75% by the school
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	£75,885

Challenges

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

Challenge number	Detail of challenge
1	Outcomes are above national for KS1/KS2. Reading, writing and maths progress and attainment continue to be above national at the end of each key stage, including phonics and GLD. Through ensuring consistency across each key stage with the schemes (writing, phonics and SEND support) we implement, so all vulnerable children can access the learning.
2	A small number of pupil premium pupils don't have the same high expectations as their peers and find it difficult to speak about their aspirations for the future. To ensure there is challenge for all pupils, especially the pupil premium pupils, in all lessons. To ensure they are making strong progress, achieving well.
3	High numbers of children and families face challenges with mental health and wellbeing including daily experiences. Several families supported historically or currently by Social Care. Families need greater guidance, supporting their child's mental health and their own.
4	Attendance is affected by pupils taking term-time holidays near the holidays and half term breaks and a focus on key families and pupils missing learning due to arriving late to school.
5	EYFS pupils' baselines shows gaps in the pupils with SEND / PP: communication and language, personal, social and emotional development, and physical development.

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
Reading, writing and maths progress and attainment continue to be above national at the end of each key stage, including phonics and GLD.	EYFS – phonics, early writing through Little Wandle and the Bexley Toolkit is embedded, so that GLD is above national. Y2 – Boys’ phonics/ writing so that KS1 outcomes are above national in all subjects and diminish the gender gap. Y4 – Boys’ writing, to diminish the gender gap. Y6 – Reading and Writing, Girls’ maths so that KS2 outcomes continue to be well above national, and progress continues to be at least above, if not significantly above, across all 3 subjects.
To continue to diminish the SEND/PP/Gender gap, by implementing the Bexley Toolkit across the school, including in EYFS.	An increased number of pupils meet age related expectations in R/W/M and GLD. Gaps between PP and NPP pupils are reduced over time.
Children to have high aspirations and prepare for success for all aspects of their future.	Pupil premium pupils have a good understanding of the opportunities available to them and strive to achieve their best. pupils have a good understanding
To further develop a strong focus on attendance and punctuality so that all pupils have above average attendance.	Attendance is high for all learners and exceeds our target of 97% Attendance is everyone’s business all the time. Absence patterns are identified and acted upon supporting families accordingly through clear expectations and systems in place.
To further develop the SEND provision in EYFS and focus on communication and language, specifically developing speaking and phonic acquisition through Little Wandle.	GLD to be above 75%. At least 80% of children fully achieve all prime areas. All PP children are challenged and through robust assessments, outcomes are improved. The gap is diminished for all disadvantaged children in EYFS.

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	£19,885	£19,885
Targeted Academic Support	£30,000	£49,885
Wider Strategies	£26,000	£75,885

Teaching recruitment and retention)

(for example, CPD,

Budgeted cost £19,885

Activities	Evidence that supports this approach	Challenge number(s) addressed	Rag Rated
Staff training based on Quality First Teaching 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.	1,2,3,5	
Provide CPD for teachers, SENCO and support staff delivering PP/SEND interventions so that PP/SEND intervention provision is consistently high quality.	All staff continue to develop their knowledge in Special Education Needs and Disability, so they are all teachers of SEND. Using the Bexley Toolkits and the Southend city guidance such as; provision guidance and identification toolkits. All environments have consistent approaches to the universal quality first teaching, targeted and specialist support. Interventions and targeted support are identified from the data and measured within teacher assessment, data, and progress meetings. 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	1, 2	

	<p>collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work.</p> <p>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</p>		
<p>SENCO to provide training and resources to support LSA / teaching staff to close the gap between SEND + PP and non-PP pupils</p> <ul style="list-style-type: none"> - comprehension of reading and the teaching of reading - Writing for purpose is evident in classes - Applying math to real life problems <p>To ensure all staff have a clear understanding of the Pupil Premium Grant and the needs within their classes. To track and monitor progress and attainment of PP children across the school. To ensure strategy report is completed and funding is allocated and spent effectively to ensure progress</p>	<p>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.</p> <p>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.'</p>	1, 2	
<p>Coaching for staff through Professional Dialogue and pupil progress meetings</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF</p>	1	
		1	

Resources (non IT), to support learners and challenge in the classroom, individual needs such as spell checkers, talking tins, voice recorders - £4537	Opportunities to seek external professionals for PP + SEND pupils in the school. Providing individualised interventions, teaching strategies and interventions to close the gap within their learning	1, 2	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Rag Rate
<p>Dedicated HLTA – High Level Teaching Assistant to provide high quality interventions for all Pupil Premium.</p> <p>Specific interventions for support staff through LSA training</p>	<p>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 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.’</p>	1, 2	

<p>To identify and fill gaps as they arise. HLTA targeted in targeted year groups to provide class support. Support will be provided by HLTA or use of HLTA will allow more individualised attention from the teacher.</p>	<p>“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</p>	<p>1, 2</p>	
<p>QFT teaching 1:1 small PP group after school</p> <ul style="list-style-type: none"> · To raise the attainment in PP pupils achieving age related expectations in Writing · To support the development of writing and enable children to independent writers 	<p>EEF: ‘Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. 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.</p>	<p>1, 2</p>	
<p>Specialist LSA to support with booster sessions.</p> <p>Pupils are confident in their arithmetic and reasoning knowledge and can recall them quickly and apply them to problem solving</p> <p>Pupils can transfer the skills of writing into cross-curricular work</p>	<p>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. ‘</p>	<p>1,2</p>	
<p>Speech and Language intervention using WELCOMM and Black sheep resources to support the Early Years PP pupils.</p>	<p>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</p>	<p>1, 5</p>	

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>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</p>	<p>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.</p>	<p>3, 4</p>	
<p>To mentor/coach pupils through Nurture Groups, equipping them with skills/strategies enabling them to access learning and experience success. To support children to develop a sense of pride in their education motivation to learn.</p>	<p>“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</p>	<p>3,4</p>	
<p>Counselling - To provide nurture provision for children who display social and emotional barriers to learning and strive to ensure they can access the learning curriculum and make substantial progress considering their starting points.</p>	<p>Counselling Sessions SEL assessment programme – Pearsons Social Skills Improvement System Role Models Life Skills Package Increased confidence and self esteem</p>	<p>3</p>	
<p>Bespoke parental involvement, 1:1, focus on attendance, workshops which links to variables that impact their lives, such as hunger, family time and sleep.</p>	<p>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</p>	<p>1-5</p>	

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 2022 to 2023 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 post pandemic was very valuable. We offered support to families who needed it.

1. For reading, writing and maths attainment to continue to be above national at the end of KS2 and increase to above national at the end of KS1 by increasing higher levels of attainment.

- Interventions updated on Edukey every 6/8 weeks – KW monitors and Learning walks to support.
- All staff are aware on are tracked on INSIGHT tracking system / BROMCOM training taken place for staff and Edukey
- Monitoring takes places through assessment and narrative attached
- **Spring Term** data PP children are on track to meet expectations in core subjects. 61% reading, 51% writing, 69% in maths more work is needed to address gaps spring we started using the online tutoring programme as well as additional catch-up boosters in school.
- INSIGHT Spring – all PP average children on track for core subjects apart from y3/4 writing Year 3 Math – individual case studies and 1:1 tutoring taking place
- HLTA employed and supports interventions and boosters before and after school
- Clear tracking systems are kept

2. To ensure that teachers are skilled in supporting SEND/disadvantaged pupils through Quality First Teaching approaches and that there is a longer-term ambition in place for these pupils where their progress and attainment is at least as good as their peers.

Summer 23 Pupil Premium Averages	Reading	Writing	Math
Year 6 Non-Pupil premium	On track	On track	On track
Year 6 Pupil premium	On track	On track	On track
Year 5 Non-Pupil premium	On track	On track	On track
Year 5 Pupil premium	On track	On track	On track
Year 4 Non-Pupil premium	Greater Depth	On track	Greater Depth
Year 4 Pupil premium	On track	On track	On track
Year 3 Non-Pupil premium	On track	On track	On track
Year 3 Pupil premium	On track	On track	On track
Year 2 Non-Pupil premium	On track	On track	On track
Year 2 Pupil premium	On track	On track	On track

Year 1 pupils without PP	Below	Below	Below
Year 1 Pupil premium	On track	On track	On track

3. 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.

- New curriculum - Little Wandle Ebooks changed for books the children can take home to read.
- Trips subsidised – Gilwell, Chigwell, Cochester Zoo
- In post delivers bespoke 1:1 / small group nurture for all family issues.
- 18.91% of our pupils are PP. 100% of those pupils attend the trips/residentials that take place and they pay 20% less than other students.
- (Gilwell – 7 x PP children attending £38.00 each totalling £266 / Chigwell – 8 x PP children attending £40.00 each totalling £320)

4. GLD to be above 75%. At least 80% of children fully achieve all prime areas. All PP children are challenged and through robust assessments, outcomes are improved. The gap is diminished for all disadvantaged children in EYFS. GLD Non –PP **28% / 72%** GLD – PP **20% 80%**