**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**

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| **Detail** | **Data** |
| School name | Hilderthorpe Primary School |
| Number of pupils in school | 372 |
| Proportion (%) of pupil premium eligible pupils | 53% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | 7.2021 |
| Statement authorised by | Mrs S Hall |
| Pupil premium lead | Mrs J Grant |
| Governor / Trustee lead | Miss E Hobbs |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £231,995 |
| Recovery premium funding allocation this academic year | £24,795 |
| 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 | £265,790 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| That our PP children leave primary school with at least the national expectation of literacy and numeracy skills which allow the children to be secure in their learning ready for the next step of their journey. To also provide the children with life experiences to further develop and enhance their learning experiences. |

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Consistency in provision of high-quality teaching |
| 2 | Lack of resilience limits engagement |
| 3 | A language deficit inhibits curriculum access |
| 4 | Attendance/punctuality issues |

**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.

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| **Intended outcome** | **Success criteria** |
| Staff have the highest expectations of all children and have the skill to 'scaffold up' rather than differentiate for all pupils to ensure maximum progress for all. | Staff will be individually supported with their pedagogy through the Great Teaching Toolkit. There will be 4 areas of focus that the staff will work through based on individual need: understanding the content, creating a supportive environment, maximising opportunity to learn and activiating hard thinking. Staff will apply this CPD for all pupils to ensure that teaching is of a high quality. Monitored by SLT and SL. Pupil progress data will narrow by 4%.  External and internal interventions will support the catch up of both English and maths improving the scaled scores of the pupils and moving them closer to a scaled score of 100 and achieving ARE. |
| Pupils will begin to aquire the meta-cognition skills to support self regulated learning and resilience when learning is difficult. | Activating hard thinking aspect of the GTT is based on meta-cognition and support for pupils. Children will have a range of strategies to deploy when learning. There will be an agreed process across the school to promote progress in learning skills. Pupils will complete a pupil voice on learning and strategies to ensure that we are providing the right support for our pupils. |
| KS1 pupils enter KS2 better prepared for the KS2 curriculum, with a reading age that is appropriate for (closer to) their age. | KS1 will have a greater level of support with reading to ensure that basic skills do not provide a barrier to learing for pupils. Research states that the narowest gap between PP and non PP is in EYFS. NELI will begin to narrow the gap for PP childen in EYFS and KS1 additional support will narrow this further so that when the children enter KS2 they are better preapred to access the content and basic skills are not a barrier. KS2 children will receive additional reading support through daily readers. |
| Established relationships with the vast majority of families to promote the importance of attendance, punctuatlity and the value of being in school | Attendance will be in line with national expectations and the number of persitent absent and late pupils will be reduced to a minimum amount. |

**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: £81,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| CPD for all teaching staff on meta-cognition and learning.  Staff and external providers deliver high quality intervention to support the catch up required for pupils to reach ARE or narrow the gap. | Research based across eleven countries around the world to produce the GTT.  DfE recommended National Tutoring Programme. | 1 |
| Agreed strategies for meta-cognition across the school. | Addressing educational disadvantage in schools and colleges -The Essex way. Research collated here suggests that meta-cognition is a key element for pupils from disadvantaged backgrounds to make accelerated progress. |
| Curriculum enhancement, experience days and trips liaising with the Children's University, will enhance the curriculum and provide enhancement opportunities within the classroom. | An EEF project based on the CU stated "This trial found positive impacts on Key Stage 2 maths and reading results equivalent to about 2 months’ additional progress. Small improvements were also seen for a range of non-cognitive outcomes, such as teamwork, social responsibility, and aspirations." |  |

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

Budgeted cost: £11,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Maths No Problem to be introduced to give structured support for all learners. | Singapore consistently top the international benchmarking studues for maths teaching. It builds sutudents mathematical fluency without the need for rote learning. Pupils are encouraged to think mathematically as opposed to reciting formulas they don't understand. Research carried out by MNP. The effectiveness of this approach is demonstrated by Singapore’s position at the top of the international benchmarks such as TIMSS and PIRLS and explains why their programme is now used in over 40 countries including the United Kingdom and the United States. | 2 |
| Pupils metacognition skills are developed from staff agreed strategies. | Great Teaching Toolkit and Pupil Premium research (Essex project). |
| Fluent learners will be used to demonstate and explan the process of learning. | Many research projects have explored the use of talk for learning and that peer learning and colllaboration is key to retaining information. |  |

Budgeted cost: £142,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| NELI will be used to support languge development in EYFS. | EEF recommended intervention. | 3 |
| KS1 will receive extra support with basic skillls to ensure that their lack of basic skills do not hinder their KS2 readiness. | EEF, Essex project shows the gap between PP and non PP is narrower the younger the child. Support here is best placed for pupils to make accelerated progress. |
| The Write Stuff will be trialed in upper KS2 to support language acquisition and sentence structure. | The Write Stuff uses effective approaches for tackling disadvantage which is heavily supported by the EEF. Wider research shows us that disadvantaged children have lower self esteem and feel less successful; they have a reduced vocabulary; less or different life experiences and we know relationships really matter to these pupils. We need to make it our job to help these children with these particular areas so that they become confident and independent writers. |  |

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

Budgeted cost: £53,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| First day absence calls will discuss with families the reason for absence and encourage a quick return | Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. (DfE Improving school attendance 5.5.21) | 4 |
| Target families will be selected for additional support from the safeguarding and attendance officer to support the wider family with attendance and punctuatlity. | Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance.  Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. (DfE Improving school attendance 5.5.21) |
| A designated person will be the key person for all safeguarding and attendance to give a holistic picture of families who may need early support or intervention. | Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan.(DfE Improving school attendance 5.5.21) |

**Total budgeted cost: £287,500**

**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.

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| Progress in reading  Achieve national average attainment and progress scores in KS1/KS2 reading.  72% of disadvantaged pupils made expected progress this year.  Progress in writing  Achieve national average attainement and progress scores in KS1/KS2 writing.  Using internal data 63% of pupil premium children made expected progress.  Progress in mathematics  Achieve national average attainment and progress scores in KS1/KS2 maths.  71% of children made expected progress in mathematics.  Phonics  Achieve national average expected standard in PSC.  The children have made good progress in phonics this year and it expected that we will meet national expectation of approximately 82%.  Other  Improve attendance of disadvantaged pupils to 96% for all PP children. |

**Externally provided programmes**

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| **Programme** | **Provider** |
| National Tutoring programme | Tute |
| NELI | DfE |

**Service pupil premium funding (optional)**

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| **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)**

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| We are working with parents to support our children with their learning by providing workshops and videos for parents to help their children. We also dedicate a lot of resources to building relationships with parents and children througout their time at our school. |