

Pupil Premium Strategy - Hilderthorpe Primary 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	361
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	30 November 2022
Date on which it will be reviewed	1 st December 2023
Statement authorised by	Sarah Hall
Pupil premium lead	Jacqui Grant
Governor / Trustee lead	Helen Freeborn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 245,705
Recovery premium funding allocation this academic year	£ 12,360
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>	£ 0
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>	£ 258, 065

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 following the COVID-19 pandemic, 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 all disadvantaged children are supported to read at ARE or closer to ARE than their starting point.
- Attend school in line with the national expectation of 96% or closer to the 96% target.
- Intervene early to support children and families with specific needs.
- Ensure staff are well trained and that raising expectations of attainment is a whole school responsibility.

Challenges

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

Challenge number	Detail of challenge
1	<i>Assessment, observation and discussions with pupils indicates under developed skills in reading fluency, vocabulary and comprehension. These are evident from Reception to KS2 and generally are more prevalent among our disadvantaged pupils than their peers.</i>
2	<i>Attendance data over the last few years indicates that attendance among disadvantaged pupils has been 4% lower than our non-disadvantaged pupils.</i>
3	<i>Assessment and data shows that speech, language and communication skills among disadvantaged pupils are significantly lower than that of their non-disadvantaged peers and both are lower than the national benchmark.</i>
4	<i>Internal and external assessments indicate that maths attainment is significantly lower than the national expectation. The gap between disadvantaged and non-disadvantaged pupils remains from EYFS to KS2.</i>
5	<i>Our assessments of pupils show that due to Covid 19 and a significant rise in the cost of living pupils are being given less opportunities to develop their cultural capital. Referrals for targeted intervention and well being support remain high.</i>

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
<i>Improve reading progress and attainment among disadvantaged pupils.</i>	Data an assessment show that reading across the school has significantly improved. This is triangulated with other sources of evidence such as lesson drop ins, book scrutiny and ongoing formative assessment. KS1 and KS2 reading outcomes show year on year improvement to 2024-25 and that more than disadvantage pupils achieve at least in line with national data. (currently 52%)
<i>Improve and sustain attendance for all pupils with a particular focus on disadvantaged pupils.</i>	<i>Sustained high attendance by 2024-25 demonstrated by:</i> <ul style="list-style-type: none"> <i>The overall unauthorised absence rate for pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-</i>

	<p><i>disadvantaged peers being reduced by 2%.</i></p> <p><i>The percentage of all pupils who are persistently absent being below 10% (which is the national benchmark) and the figure among disadvantaged pupils being no more than 2% lower than their peers.</i></p>
<p><i>Improve reading fluency for all pupils, with a particular focus on disadvantaged pupils.</i></p>	<p><i>Data and assessment shows that a greater number of pupils are more fluent readers at the end of the 2024-25 academic year than at the beginning of the 2022-23 academic year.</i></p> <p><i>Lesson drop ins demonstrate pupils who are more confident and fluent readers accessing the curriculum with greater ease.</i></p>
<p><i>Improve speech, language and communication skills among disadvantaged pupils.</i></p>	<p><i>Data and assessment shows that fewer children are supported with speech, language and communication skills at the end of the 2024-25 academic year than at the beginning of the 2022-23 academic year.</i></p> <p><i>Diagnostic results show that pupils speech, language and communication has improved significantly over the 2 year period.</i></p>
<p><i>Improve maths progress and attainment for all pupils, with a particular focus on disadvantaged pupils.</i></p>	<p><i>KS1 and KS2 maths outcomes show that more than 70% of all pupils met the expected standard and 65% of disadvantaged pupils.</i></p>
<p><i>Improve access to opportunities which develop cultural capital for disadvantaged pupils.</i></p>	<p><i>Sustained high levels of engagement by 2024-25 demonstrated by:</i></p> <ul style="list-style-type: none"> <i>• Pupil and parent voice through surveys</i> <i>• A significant increase in participation amongst disadvantaged pupils</i> <i>• Every child has the opportunity to access a wider curriculum</i> <p><i>Quality visits/visitors are used to enhance learning.</i></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: £114,712

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Purchase of standardised diagnostic assessment.</i>	<p>Standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention or teacher instruction.</p> <p>These support the teacher assessment and create a benchmark from which to begin.</p>	1, 3, 4
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	4
<p><i>Purchase of additional Chrome books so that every child in KS2 has access to a chrome book to support with targeted intervention.</i></p> <p>The school has invested heavily in the technology to support the resources we have purchased. Reading Plus is designed to improve reading outcomes for pupils and the additional purchase ensures that no time is lost on learning.</p>	<p>The EEF digital technology guidance report identified 4 key recommendations that support the use of technology. As a school we identified that reading fluency was an issue across the school and have used technology to meet this need. Increasing the opportunity for the pupils to practice this skill in an engaging way.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1668766621</p>	1
<p><i>Targeted reading support in KS1</i></p> <p><i>A reading squad in Year 1 so that all children are given the opportunity to read one to one with an adult every day.</i></p>	<p>Reading is the key to the curriculum and pupils reading fluently is essential</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	1, 3

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

Budgeted cost: £ 52,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a targeted programme to improve reading fluency, comprehension and vocabulary for KS2.</i>	<p>Reading is a key skill that gives children access to the full curriculum. Covid has significantly affected the teaching of reading skills across the school and the targeted programme is designed to close the gap using an intelligent programme.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	1, 3
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Including the NELI programme.</i>	<p>Research states that in the research programme of RWI pupil premium children responded well to the programme making 3 months additional progress.</p> <p>Specific phonic interventions are run to support pupils ensuring that they are Year 2 ready and for the children in Year 2 that need additional support.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</p>	1, 3
<i>Maths targeted same day intervention for pupils.</i>	<p>EEF research shows that well targeted support that is based on the child's need show that pupils can make up to 2 months additional progress. This needs to be consistent and targeted. It also shows that the confidence of pupils with low mathematics ability improves.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Same_Day_Intervention_Evaluation_Report_April_2021_Final.pdf</p>	4
<i>Purchase of a diagnostic toolkit to identify low speech, language and communication and deliver bespoke intervention for pupils.</i>	<p>The programme is designed to identify all of the children with low speech, language and communication skills and provide a bespoke programme of catch up intervention for those pupils. The school had made the decision to assess pupils due to the evidence suggesting that Covid has had a significant impact on speech, language and communication.</p>	3

	https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attainment-during-the-reception-year	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 89,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The development of a nurture based provision to support the SEMH needs of all pupils, in particular disadvantaged pupils.</i>	<p>There are no specialist provisions in Bridlington for pupils with SEMH needs. The school takes pupils with additional needs and the development is designed to enhance the provision already in place and support vulnerable pupils with the access to the school and curriculum. The school is also accredited for the Nurture Schools Award and this will be reapplied for in February 2023.</p> <p>https://www.nurtureuk.org/research-evidence/reports/</p>	2, 5
<i>The provision of after school clubs and support for the enrichment of the curriculum across all year groups.</i>	<p>A report published by the British Journal of Sociology of Education states that "... higher level of parental education does not automatically engender a greater stock of cultural capital." However, giving children real life experiences and developing their social and life skills linked closely to the curriculum only helps to broaden the horizons of all pupils.</p> <p>https://www.tandfonline.com/doi/full/10.1080/01425692.2022.2045185</p>	5
<i>Embed principles of good practice set out in the DfE's improving school attendance advice. This will involve training of staff and the cost of the attendance and well being staff.</i>	<p>A good level of attendance is essential for the pupils to make progress. If a child is not in school it is impossible for the school to teach them. Working together to improve school attendance states "improving attendance is everyone's business" therefore the school works closely with families and agencies on early intervention and improving attendance.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	2

Total budgeted cost: £ 256,648

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 4% higher than their peers in 2021/22 and persistent absence 7% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
School Led tuition	Tute