

# Pupil premium strategy statement for 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	335
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2023/2024
Date this statement was published	30 November 2023
Date on which it will be reviewed	1 <sup>st</sup> December 2024
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	£248, 076
Recovery premium funding allocation this academic year	£10,734
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
<b>Total budget for this academic year</b>  <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>	£258,810

# 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 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</i>

	<i>prevalent among our disadvantaged pupils than their peers. This also includes difficulties with the understanding of language as some pupils enter Reception.</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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Improve reading progress and attainment among disadvantaged pupils.</i>	<i>Data and 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 outcome data shows year on year improvement and data is in line with national outcomes.</i>
<i>Improve and sustain attendance for all pupils with a particular focus on disadvantaged pupils.</i>	<i>Sustained high attendance by 2023-24 demonstrated by:</i> <ul style="list-style-type: none"> <li><i>The overall unauthorised absence rate for pupils is at least in line with national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</i></li> </ul> <i>The percentage of all pupils who are persistently absent being in line with national and the figure among disadvantaged pupils being in line or better than national data.</i>

<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 2023-24 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 2023-24 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 3 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"> <li><i>● Pupil and parent voice through surveys</i></li> <li><i>● A significant increase in participation amongst disadvantaged pupils</i></li> <li><i>● Every child has the opportunity to access a wider curriculum</i></li> </ul> <p><i>Quality visits/visitors are used to enhance learning.</i></p>
<p><i>Improve access to technology to ensure that this is not a barrier to learning.</i></p>	<p><i>Every child in KS2 will have access to a chrome book.</i></p> <p><i>Every child in KS1 will have access to a chrome book at least one between 2.</i></p>
<p><i>Improve assessment of subjects to ensure that targeted intervention is planned strategically and accurately.</i></p>	<p><i>Have an agreed summative resource which can measure progress term on term.</i></p> <p><i>Progress data is measured by the achievement of ARE and based on individual progress from starting point and shows year on year improvement and end of key stages are in line with national data.</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: £28241

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve the access to technology to assist with learning</i>	<p>A chrome book for each child in KS2 means that the focussed programme for reading fluency can be used effectively to support all pupils. Teachers will have effective CPD to ensure that they are fully effective with their pedagogy and delivery.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1699596989">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1699596989</a></p>	1, 3, 4
<i>To ensure that accurate summative and formative assessment support academic outcomes</i>	<p>Accurate assessment is key to ensuring effective quality first teaching, targeted support and focussed interventions meet the needs of all pupils. An effective combination of summative and formative assessment supports teachers in their decision making.</p> <p>Foundation subject assessment will support progress across the curriculum.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699603651">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1699603651</a></p>	1, 3, 4
<i>Focussed teaching to support the attainment of KS2</i>	<p>A reduction in class sizes suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	4

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

Budgeted cost: £161961

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of a targeted programme to improve reading fluency, comprehension and vocabulary for KS2.</i></p> <p><i>Targeted reading support in KS1</i></p> <p><i>Small group tuition to support the loss of learning created by covid lockdown</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 a key skill that gives children access to the full curriculum. The implementation of teaching pupils to read fluency enhances their chances to read for meaning and understanding. The targeted programme is designed to close the gap using an intelligent programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>Reading is the key to the curriculum and pupils reading fluently is essential</p> <p>Small group tuition from an NTP to support the learning of pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners</a></p>	<p>1, 3</p>
<p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Including the NELI programme.</i></p>	<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><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-ev">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-ev</a></p>	<p>1, 3</p>

	<a href="#">aluation-of-read-write-inc-phonics-and-fre-sh-start</a>	
<i>Maths targeted same day intervention for pupils.</i>	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.  <a href="https://educationendowmentfoundation.org.uk/public/files/Same_Day_Intervention_Evaluation_Report_April_2021_Final.pdf">https://educationendowmentfoundation.org.uk/public/files/Same_Day_Intervention_Evaluation_Report_April_2021_Final.pdf</a>	4
<i>Purchase and delivery of a diagnostic toolkit to identify low speech, language and communication and deliver bespoke intervention for pupils.</i>	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.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attachment-during-the-reception-year">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-impact-of-the-covid-19-pandemic-on-childrens-socioemotional-well-being-and-attachment-during-the-reception-year</a>	3

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

Budgeted cost: £71,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The implementation of a nurture based provision</i>	There are no specialist provisions in Bridlington for pupils with SEMH needs.	2, 5

<p><i>to support the SEMH needs of all pupils, in particular disadvantaged pupils.</i></p>	<p>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><a href="https://www.nurtureuk.org/research-evidence/reports/">https://www.nurtureuk.org/research-evidence/reports/</a></p>	
<p><i>The provision of before, after and sport clubs support for the enrichment of the curriculum across all year groups.</i></p>	<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><a href="https://www.tandfonline.com/doi/full/10.1080/01425692.2022.2045185">https://www.tandfonline.com/doi/full/10.1080/01425692.2022.2045185</a></p>	5
<p><i>Embed principles of good practice set out in the DfE's improving school attendance advice.</i></p> <p><i>This will involve training of staff and the cost of the attendance and well being staff.</i></p>	<p>A good level of attendance is essential for the pupils to make progress in the last academic year. Our attendance was above the national data for PP children. However, this is something that must remain a priority of the school. Continuing to work with our most vulnerable families is the core of our work. 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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	2

**Total budgeted cost: £262024**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Overall, at the end of Key Stage One (2022-2023), children in receipt of pupil premium achieved broadly in-line with the national Pupil Premium averages in reading, writing and maths. At the end of Key Stage Two (2022-2023), children in receipt of pupil premium attained better than the national pupil premium percentage in reading, writing and maths. Overall attendance in 2022/23 was 93% for the whole school. Pupil Premium attendance was 90.3% compared to non-Pupil Premium attendance of 95%. Both of these percentages compare favourably with national data for attendance nationally. Covid has a significant impact on attendance for some pupils and this continues to be the case. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Due to this we have invested in the building of an additional classroom providing additional bespoke support for some of our higher needs pupils which will be in commission for the start of the new academic year.*

### 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.*

<b>Programme</b>	<b>Provider</b>
School Led tuition	Tute