# Pupil premium strategy statement 2023/24

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.

**School overview**

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| **Detail** | **Data** | |
| School name | Henshaw CofE Primary School | |
| Pupils in school | 83 | |
| Proportion of disadvantaged pupils | % | |
| Pupil premium allocation this academic year | £1385 x 12 = £  £2345 x 4 = £ | |
| Academic year or years covered by statement | 2022 - 2023 | |
| Publish date | December 2023 | |
| Review dates | April, 2024 | |
| Pupil premium lead | Debbie Clarke | |
| Governor lead | Jenna Moore | |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ |
| Pupil premium funding allocation this academic year (PLAC) | £ |
| Service child premium allocation | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £ |

# Funding overview

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| **Pupil eligibility criteria** | **Amount of funding for each primary-aged pupil per year** | **Funding is paid to** |
| **Pupil Premium**  Pupils who are eligible for free school meals, or have been eligible in the past 6 years | £1345 | School |
| **Pupil Premium (continued)** Pupils who have been adopted from care or have left care | £2345 | School |

# Part A: Pupil premium strategy plan

## Statement of intent

At Henshaw CofE Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

* Identify barriers to learning and provide individualised approaches to address characteristics of year groups/groups of learners at an early stage through intervention and focussed provision.
* Promoting an ethos of attainment for all children and ensuring that categorising disadvantaged children as an under-achieving group of learners does not occur.
* Focusing on high quality teaching and learning to ensure our learners are challenged and supported.
* Ensure effective deployment of staff and resources to support disadvantaged children.
* Make decisions based on analysis of data and responding to a wide-range of educational evidence.

## 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 | Pupils who are eligible for Pupil Premium do not enter early years at age-related expectations; communication and language is usually below that of their peers. This means they need to make accelerated progress compared to their peers to catch up. |
| 2 | From our attendance data last year, it has been noted that our children who are deemed as disadvantaged have lower rates of attendance then their non-pupil premium peers. Missed education in school resulting in children being well below Age Related Expectations. |
| 3 | Emotional resilience of pupils eligible for pupil premium is low (in some cases) compared to their peers. This can affect their ability to concentrate on academic activities and work collaboratively, especially when working with others within the classroom or when tasks are challenging. |
| 4. | Pupils are displaying the need for targeted academic support to assist with specific needs, for example phonic understanding and acquisition, support for mental maths, comprehension difficulties in reading, speech and language, dyslexia, SEND and social, emotional and behavioural difficulties. |
| 5. | Families unable to pay for additional costs associated with school, for example uniform and the need for support for home learning education. This has required more accessible uniform supplied and the loan of computing equipment. |
| 6. | The need for senior and middle leaders to be able to drive forward strategic and teaching and learning improvements so that all members of the school community are aware of developments, education and pedagogy and are able to contribute. |

## 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** |
| Pupils eligible in EYFS make rapid progress in all areas to meet national expectations, narrowing the gap. | Foundation Stage tracking demonstrates that ‘disadvantaged’ children will make progress in line (or greater to) their peers and will achieve a Good Level of Development at the end of Foundation Stage. |
| The gap is effectively bridged between GLD (end of FS) and the National Curriculum (Y1). Transition between phases of education is effective, in particular early years to primary is a risk-point for vulnerable learners – particularly in reading and language acquisition. | A higher percentage of pupils who are moving from EYFS into FS are achieving a GLD in all areas. Children in Year 1 are achieving a higher percentage of passes in phonics assessments and a higher percentage of pupils in Year 2 have achieved their SATs results – this will need to be measured at the end of the year when results are in. All children who did not pass their phonics in Year 1 will pass by the end of Year 2. |
| English systems and strategies have been embedded:   * Phonics – Read Write Inc is used as a synthetic phonics programme * Enhanced teaching and learning of vocabulary; * Improvement in reading attainment scores in KS1 and in KS2.   Children are provided with high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge. Improvement in Mathematics progress score in KS2.  TAGs used effectively to plan next steps. | The effective learning routines of Read Write Inc has led to a consistent approach across Early Years and KS1.  The curriculum is adapted to ensure all elements of the NC are given appropriate attention.  The attainment gap between those eligible for Pupil Premium and their peers has diminished.  An increased number of children in receipt of Pupil Premium have passed the Year 1 and Year 2 phonics.  An increased number of Pupil Premium children are attaining pass scores in KS2 assessments in 2022.  During regular Pupil Progress meetings, Pupil Premium children are identified and targeted to ensure they are making rapid progress.  Mathematics observations illustrate that children are engaged and making good progress within Maths lessons. |
| Planning, teaching and assessment is supported strong subject leadership, with long term and medium term plans, including the White Rose Maths programmes in place.  The planned curriculum is balanced, broad, ambitious and progressive with key learning identified in the curriculum journey river display. | Staff have enhanced understanding – which has been developed further since April 2022.  Curriculum review of all subjects undertaken and medium term plans now fully embedded. Progression documents in place for all subjects. Intent and implementation is written and followed.  Curriculum content and progression relates to curriculum strategy. |
| Improve emotional resilience for all pupils through use of TA support, guidance and intervention. Raised awareness amongst staff of the needs of SEND/Pupil Premium and mental health difficulties they may face.  PSHE/RE programme and planning is in place across the Federation to improve spiritual, moral, cultural and personal refection and education. | Lesson observations will demonstrate pupils’ positive attitudes to learning and positive behaviours.  Pupil Passports and support plans written and shared with all staff.  Whole school CPD and Individual staff development has ensured that there is a raised awareness of these areas of need.  Staff and Pupil Questionnaires have been completed and action plans put in place.  All staff have access to PSHE/RSE/RE planning – long term, medium term and lesson plans with materials to ensure progression and compliance with latest statutory guidance – supported by the Diocese. |
| Targeted academic support is in place:   * Effective use of additional adults, including through the use of tried and tested interventions. * Breakfast club for Nessy is initiated and well-attended. * Academic Mentor is used to deliver small group support to consolidate and extend learning. * Speech, Language and Communication difficulties are identified at the earliest point; * Interventions are tracked effectively; * Pupils with identified dyslexia are supported to make good progress. | Structure, training, CPD and support for TAs allows for effective liaison.  Nursery transitional talks with Reception staff identify speech, language and communication needs in the first weeks of term ensures that all issues are quickly identified and support plans are in place.  SENDCo and Head Teacher has monitored all intervention packages utilised and tracked the progress being made by pupils with SEND/Pupil Premium.  Investments in Academic Mentor sessions, Nessy, Reciprocal Reading, First Class in Number, KS2 Arithmetic, Read Write Inc, and dyslexia materials have provided supports and demonstrate progress amongst this group of pupils. |
| Families are not further deprived due to additional costs. Most vulnerable families are supported. | School provides additional items of clothing and pre-loved uniform. Parents have a greater choice and are able to source uniform items at lower prices.  Bespoke support has been given to families facing significant challenges/reaching crisis – particularly during cost of living crisis, however DfE guidance for spending of premium must be followed to negate possibility of funding being withdrawn.  Parental involvement in learning has been increased and enhanced. Parents are more able to support their children with learning at home. |
| Wider strategies:  Senior and middle leaders are more able to drive forward strategic improvements.  Parental questionnaires enable parents/carers to realise and comment on developments and contribute towards improvements. | All involved have enhanced knowledge, understanding and confidence in driving positive change through structured review systems.  Parents are aware of changes and contribute via questionnaires, meetings with senior leads, events in school etc. |

## 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: Costs held in school as total greater than £20,000;

£5000 taken from premium allocations

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Additional Higher Level Teaching Assistant in school. | This will allow 1:1 and small group support as needed. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  Small Group Tuition +4 months  Small group interventions around early reading/maths skills. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 , 6 |
| Small Class sizes in Key Stage 1 and Reception | Reduced teacher:child ratio per class leads to children receiving more teacher time and quality first teaching in small groups. | 1, 6 |
| Higher Level Teaching Assistants to support pupils who are eligible for PP funding (predominantly in KS2) | Evidence from Education Endowment Fund:  Small Group Tuition +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Small group interventions around early maths skills, Henshaw Primary is involved with this EEF Accelerator programme – 1st Class in number. made an average Number Age gain of **13 months in only 4 months** – over 3 times the expected progress. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>  Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)  Improving Mathematics in Key Stages 2  Small group interventions around developing reading skills in KS2. Henshaw Primary is involved with this EEF Accelerator programme – Reciprocal Reading - children in the targeted intervention made an average of +2 months’ additional progress in reading comprehension and overall reading.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1, 4, 6 |
| Employment of an academic mentor for Autumn Term for small groups, including pupil premium children | On average, mentoring appears to have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour  [Mentoring | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring#:~:text=Mentoring%20in%20education%20involves%20pairing%20young,acts%20as%20a%20positive%20role%20model.&text=Mentoring%20in%20education%20involves,a%20positive%20role%20model.&text=education%20involves%20pairing%20young,acts%20as%20a%20positive) | 4, 6 |
| Development of learning behaviours | Evidence from Education Endowment Fund:  Social and Emotional Learning  +4months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Speech and language interventions. Targeted social group support.  Staff training and specific support programmes for targeted individuals – including yoga and mindfulness.  Focus in teaching and learning on resilience – monitoring through observations/work scrutinies/pupil interviews.  Whole school assemblies which focus on this area – Roots and Fruits.  Before and After school clubs, including Nessy Club  Bespoke support for individual pupils.  Forest School sessions for whole school, every child offered at least one half term per year – delivered by trained forest schools lead. | 1, 3, 6 |
| Poor language and communication skills. Limited vocabulary. | Whole staff CPD.  Professional development of TA. Appointment of additional TA. Use of support and advice from Speech and Language Therapist. <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>  Whole school focus on a communication friendly environment.  Regular focus on communication and vocabulary in the curriculum. Use of standard English.  Whole staff CPD undertaken around teaching vocabulary. All subjects/topics revised with focus on vocabulary. Vocabulary assessment used to identify issues with pupils. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1,2, 6 |
| Lack of fluency/enjoyment of reading | The Reading Framework – New ‘Read Write Inc’ phonics program purchased £3,000 training (September 22) and £500 for access online.  The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. All children should take part in high-quality phonics sessions to systematically learn and use a progressive phonics programme of study. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  Effective practice is seen as:  ‘At School’ readers:   * Whole class teaching of reading/guided reading; * Paired reading; * Intervention programmes; * Class texts; * Whole school targets regularly focus on reading; * Whole school focus on use of Standard English; * Focus weeks/days – i.e. Roald Dahl/World Book Day/visiting authors. | 1,2, 6 |

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

Budgeted cost: £7,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Special Educational Needs and Disabilities | Constant plan/do/review cycle.  Progression through graduated response and EHCPs as appropriate.  Equality impact assessments of all areas of the curriculum.  Accessibility learning on all planning formats for MTP.  CPD for staff.  Additional support for individuals.  Educational Psychologist reviews and reports lead to more targeted intervention  Support for parents choosing next placement for pupils, including transfer to specialist provision.  Wide range of support materials and resources.  Bespoke/appropriate opportunities.  SENDCo bringing expertise across schools in the Federation. | 1,2,4 |
| Nessy morning Club – purchase & adult running costs | Intervention from 8:30 – 9:00am to engage children further in phonics and reading through online games.  Subscription and staffing cost. | 4 |
| Purchase of programmes and packages | EEF evidenced – evaluated intervention approach.  Reciprocal Reading  First Class At Number  KS2 Arithmetic  Read Write Inc (validated SSP programme)  TT rockstars  Spelling Shed  Roots and Fruits | 1,2,3,4 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing. For example, breakfast clubs, counselling to support emotional health and wellbeing, help with the cost of educational trips or visits)

Budgeted cost: £4,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Poverty | Signposting to support – i.e. Food banks, free holiday activities.  Support for parents completing applications – such as those for disability living allowance (DLA)  EHAs, including those supported by school nurse.  Provide milk free and meals. | 3,5 |
| Uniform and computing equipment is available to all | Pupils are able to be supported at home via online platforms for learning  Children feel sense of belonging and less isolation as they are wearing school uniform inline with peers. | 3, 4, 5 |
| Attendance monitoring and improvement | There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A\* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A\* to C. [DfE External Word template - 2012 April (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf) [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 3, 4, 5, 6 |
| Purchase of school PE kit/Book bags/Water  bottles/wellies etc | Whole school poverty-proofing of curriculum and opportunities through not charging/subsidising.  Provision of resources for use for PP children in school and other essential clothing and other items. | 3, 4, 5 |
| Lack of parental engagement | Improved Communication – fortnightly newsletter, website updated, emails for all classes.  New parent information.  Enhanced school Facebook page  Reception induction  Year group transition meetings  Year 6 SATs meeting  ‘Meet the Team’ information for parents.  Termly consultation evenings.  Workshops for parents PSHE/RE themes, phonics focussed  Parental surveys annually.  Person-centred approaches to graduated approach and EHCP meetings.  Residential meetings for parents.  ‘Open Door’ policy  Parental notice boards regularly updated. | 5,6 |
| Educational Visits (for Pupil Premium children only) | Subsidising of trips and visits, including residential ensure children are not excluded by funding difficulties faced by parents. | 3 and 6 |
| Provide Music Lessons – learning of a musical instrument and singing tuition | Provision of instrumental tuition (ukulele for Years 5.6) and weekly singing lessons, delivered by peripatetic teacher. | 3 and 6 |

**Total budgeted cost: £16,000**

**Total Premium Budget: £15,015**

**Additional £985 (and > £20,000 for section A.) taken from whole school budget.**