

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	
School name	Hassell Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022, September 2023, September 2024
Statement authorised by	Kirsty Broome Michelle Bate
Pupil premium lead	Kirsty Broome
Governor lead	Michelle Bate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,360
Recovery premium funding allocation this academic year	6075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88435

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- Every child with his/her individual needs and gifts is unique and special.
- All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

Achieving These Objectives

All our work through the pupil premium will be aimed at accelerating progress, to support children to reach age-related expectations.

The following opportunities have been considered as priorities for students in receipt of pupil premium funding and include, but are not limited to:

- 1 -2 -1 support within phonics, reading, maths and writing
 - Additional teaching and learning support opportunities provided by teachers and trained TAs within The above areas
 - Provide emotional and counselling support for vulnerable pupils
 - Provide emotional wellbeing lessons by specialist staff across all year groups.
 - Support the funding of specialist learning software.
 - Support the funding of specials learning resources
 - Enable support from specialist services to address issues such as attendance which can impact on the child’s ability to learn
 - Provide wider curriculum opportunities to enhance pupil’s learning
- This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole schools so we will support our families through targeted attendance intervention and access to support services via the Education and Welfare team.
2	Our pupil premium children, as a group, are not making as rapid progress in their reading compared to non-pupil premium children. There is also a lack of parental engagement in a high majority of our PP children. We will increase phonics support through 1:1 support and reading within school to enhance reading skills and influence reading for pleasure.
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need so we will ensure targeted interventions are appropriate and specific to individuals and groups. We will continue to develop well-being opportunities to support Social, emotional skills.
4	There is an uneven picture across school in writing at length and confidence in this. This has further increased since the pandemic. We will further develop literacy skills through participation in a broad range of curriculum opportunities including the use of visitors and trips to support learning and develop creativity.
5	There is an uneven picture across the school in basic maths skills in relation our Pupil Premium Children therefore a structured daily intervention will take place from Year R to Y6 with additional interventions taking place.
6	To develop communication and language skills and PSED as priority in EYFS due to poor entry levels from a considerable number of pupils.

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 Outcomes	Success criteria
Progress in Reading	Performance Related: Achieve above national average progress scores in EYFS reading, KS1 and KS2 Reading Additional: Children engaged in reading at home, use of reading reward scheme.
Progress in Writing	Performance Related: Achieve above national average progress scores In EYFS, KS1 and KS2 Writing
Progress in Mathematics	Performance Related: Achieve above national average progress scores in EYFS, KS1 and KS2 Maths (0)
Phonics	Performance Related:

<p>For PPG children to achieve national expected standard in PSC</p> <p>Development of consistent approach to phonics-revisit of whole staff training to support yr band moves in September 2021.</p>	<p>Achieve national average expected standard in Phonic Spelling check</p> <p>PPG children will attain in PSC in line with non-PPG children.</p> <p>Other:</p> <p>Consistent approach to phonics across the school will continue to impact attainment improvement.</p>
<p>Attend</p>	<p>Data related:</p> <p>Ensure attendance of disadvantaged pupils is 95% or above</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment</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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: Literacy Lead £2000	Reading comprehension strategies (EEF 6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves Children have access to High Quality books online, regularly assessed and able to access quizzes. Staff completed CPD	2
Staff CPD: Teaching: Ongoing CPD to improve phonics teaching and reading Training for all teaching staff teaching Assistants who deliver phonics £2000	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET initially with support from the Lacey Green English Hub EEF (+5 months) Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. Staff equipped to teach effective phonics lessons and	2
Use of online resources and staff CPD budget to enhance provision in all subject areas including maths £1000	Online membership to the national college CPD materials to support staff in all subject areas, including, reading, writing, maths and safeguarding.	2,4,5,6

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

Budgeted cost: £ 66,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one / small group tutoring - Teaching Assistants and teacher support As below	EEF (+5 months) One to one tuition involves a teaching assistant giving an individual pupil / small group of pupils intensive support. This will include support in reading, phonics, maths and writing. It also includes PSED and early language for younger pupils.	2,3,5
One to one/ small group tutoring - Teacher Combined £55,822	EEF (+5 months)One to one small group tuition involves a teacher giving a pupil, or small group of pupils, intensive support . This will include support in reading, phonics, maths and writing. It may also include PSED and early language for younger pupils	2,3,5
Cross curricular teaching through specialist provision (e.g art, history, music, dance) see above	EEF (+3 months) Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Additional creative curriculum opportunities provided to enhance learning .	4
Phonics lessons online and at home (£1500)	Read Write Inc lessons online for home learning and additional intervention sessions. This follows the same approach as taken within school to support the phonics teaching provided within school.	4
Phonics - daily 20 minutes 1:1support. Interventions group. Staffing costs: Phonic resources £1,300 Phonic books £500	EEF (+5 months) Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds.Phonic resources sourced and books to ensure books that are sent home relate to the phonics level	2
Times Table Rockstars (£176)	EEF (+5 months) Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. All children in Key Stage 2 to take part. Baselined in school and access through the use of laptops and Ipads.	5

	Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.	
Third Space Learning £379	Fluent in 5 resources and rapid reasoning . Supporting in class interventions	5
White Rose Maths £199	Video resources to provide support to class teacher interventions	5
Number Sense £278	Number sense intervention Programme used in conjunction with Maths Hub to support the development of key skills.	5
Additional ICT equipment: £5000	To ensure all children have access to digital learning, in order to develop digital literacy.	2,4,5
Language Interventions TA in reception class completing interventions £1,200	EEF (+ 6 months) Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Trained staff completing interventions for children (following the completion of Reception Baselines)	6

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

Budgeted cost: £ 6540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend £2,140 per annum	Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils	1
School Counsellor (3 hours a week) £ per annum Plus whole school lesson support £2000	EEF (4 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3

<p>Mental Health Trained member of staff</p> <p>£400 for training and support to achieve mental health award with Leeds Beckett university.</p> <p>Staff CPD costs to support development through school:</p>	<p>EEF (4 months)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <ul style="list-style-type: none"> • Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	3
<p>Attendance for PP children on trips, activities and extra curricular clubs, plus any associated resources required.</p> <p>£6466</p>	<p>Enhance learning opportunities in order to help ensure all children have equal access to opportunities regardless of personal circumstances. To promote engagement and creativity, self respect and to help each child feel a valued member of the school community.</p>	

Total budgeted cost:

Teaching (for example, CPD, recruitment and retention)	£5000
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£66354
Wider strategies (for example, related to attendance, behaviour, wellbeing)	£11006
Total	£82360

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.

See additional information on our school website. Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	The Literacy Shed
Read write Inc Phonics	Ruth Miskin
Fluent in 5	Third Space Learning
TT Rockstars	Maths Circle

