

Pupil premium strategy statement

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
Name of school	Hillesley Primary School
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	16% (5 pupils)
Academic year that our current pupil premium strategy plan covers (3-year strategy recommended)	2022-2023, 2023-2024, 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Lucy Chandler
Pupil premium lead	Lucy Chandler
Governor lead	Gillian Hayward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10295
Recovery premium funding allocation this academic year	£2000
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>	£12295

Part A: Pupil premium strategy plan

Statement of intent

At Hillesley Primary School, our vision, which is based on our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society. It is our intention that our disadvantaged pupils make good progress across all areas, no matter the challenges or adversity they may face, and attain in line with their non-disadvantaged peers.

In order to maximise learning potential, high quality teaching remains central to the development of all pupils, with a focus on early intervention to ensure pupils catch up quickly with their peers. This is proven to have the greatest impact on closing the disadvantage attainment gap. We have trialled a reading fluency programme which has had a significant impact on children's reading attainment.

Our small classes result in teaching staff knowing children extremely well and being able to target support through use of the recovery premium and school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

The ultimate objectives of this strategy are to:

- ensure all intended outcomes for disadvantaged pupils are aspirational, whether curriculum or non-curriculum based
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of our disadvantaged pupils continues to be impacted by Covid-19 and these findings are supported by national studies. This has led to some pupils not achieving Age Related Expectation in English.
2	Some pupils have gaps in their mathematical knowledge due to varying engagement with online learning during the pandemic.
3	Some of the pupils who are eligible for Pupil Premium have barriers to learning and require additional support/interventions as their families have social and emotional difficulties. We need to provide support and/or interventions to address this.

4	Some pupils who are eligible for Pupil Premium do not have access to opportunities and experiences in and outside of school which enhance their knowledge of the world and general well-being. We need to ensure that all our disadvantaged pupils continue to be encouraged to take part in enrichment activities including trips and residential.
5	Some pupils require support with social and emotional regulation following periods of school absence partly due to Covid-19.

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
Improved reading & writing progress for disadvantaged pupils	Pupils will have made at least Expected progress and will have closed the gap in attainment in reading and writing by July 2023.
Improved progress in maths for disadvantaged pupils	Pupils will have made at least Expected progress and will have closed the gap in attainment in mathematics by July 2023.
Pupils will display a readiness to learn and be able to communicate and discuss learning behaviours	<p>Observations and discussions with pupils will indicate that their own understanding of the ways they learn and what helps them to learn has improved.</p> <p>Pupils will be able to identify their own strengths and areas to improve.</p> <p>Pupils will motivate themselves and know how to engage in, and improve, their learning.</p> <p>Pupils will have increased independence and ownership of their learning.</p>
Improved opportunities and experiences for disadvantaged pupils. Strong cultural capital will be evident throughout the curriculum	Disadvantaged children will have access all opportunities and experiences at least to the same level of engagement as other children.
Improved social and emotional wellbeing in pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by December 2023 demonstrated by:</p> <p>Qualitative data from pupil voice, student and parent surveys and teacher observations.</p> <p>Pupil ability to be able to talk about mental health and wellbeing – what it is and strategies for maintaining positive wellbeing.</p>

	Improved attendance Fewer referrals to outside agencies for support/interventions will have been made.
--	---

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: £2295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD for teachers and TAs to ensure quality first teaching. Membership to SAS (Stroud Area Schools) Ongoing CPD	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap: EEF DfE's guidance on whole-school strategies OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Feedback (+8 months)	1, 2, 3
Online subscriptions to TT Rockstars (maths) & Spelling Frame/Spelling Shed	DfE's guidance on whole-school strategies OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20%	1, 2
Phonics training for DfE Validated Phonics Scheme - staff/English Governor	DfE's guidance on whole-school strategies OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Pupil Premium guide	1, 2, 3
Whole school CPD about behaviour/self-	Addressing Educational Disadvantage in Schools and Colleges: The Essex Way; Wider	3, 4, 5

esteem - Mental Health Nurse	Approaches; edited by Marc Rowland; John Catt Educational Ltd, 2021 ISBN 978-1-913622-45-9	
------------------------------	--	--

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of decodable reading books which complement our DfE Validated Phonics Scheme	EEF Improving Literacy in KS1 EEF – Phonics (+4 months gain) OFSTED Education Inspection Framework (EIF) September 2019 DfE’s guidance on whole-school strategies	1, 2
Purchase of maths intervention: Numberstacks	OFSTED Education Inspection Framework (EIF) September 2019 DfE’s guidance on whole-school strategies	2
1:1 and small group phonics/reading fluency interventions	EEF Improving Literacy in KS1 EEF – Phonics (+4 months gain) EEF – Small group tuition (+4 months gain) EEF – within class attainment grouping (+3 months gain) OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Pupil Premium guide	1
1:1 and small group maths interventions	EEF – Small group tuition (+4 months gain) EEF – within class attainment grouping (+3 months gain) OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Pupil Premium guide	2

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

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist to see pupils 1:1/small group	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>EEF Social and emotional learning (+4 months)</p> <p>EEF Metacognition and self-regulation (+7 months)</p>	3, 5
Subsidised after school clubs, trips and residential	<p>Ofsted research (2019), linked to the National Curriculum, places an emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF Sports Participation (+2 months)</p> <p>EEF Social and emotional learning (+4 months)</p>	3, 4, 5

Total budgeted cost: £12295

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

An improvement in attendance figures to be at or above 96%	Attendance in 2020/2021 was 92.5% due to persistent illness of 2 pupils.
Good rates of academic progress, in line with national expectations and peer groups (which are helped by pupils' ability to respond and deal with underlying anxiety that can be counter-productive to learning)	100% of disadvantaged pupils reaching the expected standard in reading, writing TA and mathematics in KS2 SATS. Percentage of all pupils reaching the expected standard or higher in KS2 was above national average.
Pupils who exhibit gaps in phonics knowledge and application make progress to bring them back in line with national expectations and peer groups	YARC (York Assessment of Reading for Comprehension) assessment showed pupils made excellent progress following 1:1 reading intervention with qualified teacher.
Pupils show good progress towards national expectations and in line with peer groups.	Assessments and observations show disadvantaged pupils made good progress in all subjects.
Pupils show evidence of a good level of participation in sporting and extra-curricular activities, development of skills, confidence and knowledge in line with peer groups.	Disadvantaged pupils accessed sporting and extra-curricular activities. Assessments show confidence and attainment in line with peer groups.

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
TTRS Online maths programme	Times Tables Rock Starts
Stem – Knex Challenge	Renishaw Plc

This strategy will be reviewed on a termly basis.