

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 | 42 |
| Proportion (%) of pupil premium eligible pupils | 21% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023, 2023-2024, 2024-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| 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 | £9875 |
| 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> | £443 |
| Total budget for this academic year | £12318 |

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 (and feedback from parents). This has led to some pupils not achieving Age Related Expectation in English. |
| 2 | Some pupils have gaps in their mathematical fluency 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. |
| 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. |
| 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 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</p> |

| | |
|--|---|
| | <p>and strategies for maintaining positive wellbeing.</p> <p>Improved attendance – 96% min.</p> <p>Fewer referrals to outside agencies for support/interventions will have been made.</p> |
|--|---|

Activity in this academic year 2023-2024

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: £3200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Ongoing CPD for teachers and TAs to ensure quality first teaching: Mastering Number</p> <p>Membership to SAS (Stroud Area Schools) Ongoing CPD</p> | <p>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</p> <p>DfE's guidance on whole-school strategies</p> <p>OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20%</p> <p>EEF Feedback (+8 months)</p> | 1, 2, 3 |
| <p>Online subscriptions to TT Rockstars (maths) & Spelling Frame/Spelling Shed</p> | <p>DfE's guidance on whole-school strategies</p> <p>OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20%</p> | 1, 2 |
| <p>Phonics training for DfE Validated Phonics Scheme - staff/English Governor</p> | <p>DfE's guidance on whole-school strategies</p> <p>OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20%</p> <p>EEF Pupil Premium guide</p> | 1, 2, 3 |

| | | |
|--|--|---------|
| Whole school CPD about behaviour/self-esteem - Mental Health Nurse | Addressing Educational Disadvantage in Schools and Colleges: The Essex Way; Wider Approaches; edited by Marc Rowland; John Catt Educational Ltd, 2021 ISBN 978-1-913622-45-9 | 3, 4, 5 |
|--|--|---------|

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

Budgeted cost: £5860

| 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 |
| Daily reading with our lowest 20% attaining children | EEF Improving Literacy in KS1 DfE – The Reading Framework | 1, 2 |
| Purchase of maths intervention: Numberstacks; Mastering Number | OFSTED Education Inspection Framework (EIF) September 2019 DfE’s guidance on whole-school strategies | 2 |
| 1:1 and small group phonics/reading fluency interventions: YARC Reading Intervention, Precision Spelling intervention. | 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) | 2 |

| | | |
|--|--|--|
| | OFSTED Education Inspection Framework (EIF) September 2019 – greater emphasis on reading focusing on the lowest 20% EEF Pupil Premium guide | |
|--|--|--|

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

Budgeted cost: £3258

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Play therapist 1:1/small group, Coram Life Education visit | 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) EEF Social and emotional learning (+4 months) EEF Metacognition and self-regulation (+7 months) | 3, 5 |
| Subsidised after school clubs, trips and residential, Glos Music Hub tuition | Ofsted research (2019), linked to the National Curriculum, places an emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF Sports Participation (+2 months) EEF Social and emotional learning (+4 months) EEF There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. (+3 months) | 3, 4, 5 |

Total budgeted cost: £12318

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments and observations indicated that the effects of COVID were gradually less apparent in 2022-23, with improved attendance (94.8%) and pupil wellbeing. All disadvantaged pupils have benefitted from regular attendance at breakfast club and educational after-school clubs (feedback from parental survey).

On analysing the disadvantaged children in our school, interventions have had a positive impact on the performance and confidence of our disadvantaged pupils during 2022/23 who were able to make progress equal to our non-PP pupils. Our KS2 SATS showed disadvantaged pupils achieving AREs or above in all areas.

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.