



Pupil premium strategy statement

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.

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	Data
School name	Hester's Way primary School
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	54
Academic year/years that our current pupil premium strategy plan covers	Reception to Year 6
Date this statement was published	08.11.21
Date on which it will be reviewed	At the end of Term 6 2022.
Statement authorised by	Kirsti Ashman
Pupil premium lead	Sarah Royle Kirsti Ashman
Governor	Jonathan Glover then Penny Morse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,500
Recovery premium funding allocation this academic year	£12,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£154,480



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.

High-quality first 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 strategy is also integral to wider school plans for school improvement.

Our approach will be responsive to barriers to learning and common challenges, based on the assessment and evaluation of pupil needs. To ensure that the targeted approaches we have used inform pupil progress, we will:

- ensure disadvantaged pupils are supported and challenged in their work
- act early to intervene at the point 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.

Although, we have 54% pupil premium, according to the IDACCI data 91% of our pupils live in poverty.

Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid lockdowns – SEMH and gaps in learning



2	Well below on entry starting points in Reception Class, particularly in speaking and listening, vocabulary and early literacy.
3	Attendance issues; breakfast club
4	Special educational needs and disadvantaged pupils have additional challenges.
5	Special guardianships, court orders and other post looked after pupils
6	Child protection/child in need/early help
7	Risk of suspension or exclusion
8	Cultural capital opportunities and experiences are limited out of school e.g. music provision, educational visits

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 and Measure
Improve SEMH pupil needs	Positive THRIVE and nurture (Boxall) outcomes
Improve early language outcomes	Measure from baseline improves to age related expectations
Increase in reading fluency and comprehension age	Fluency age using HERTS fluency project, Salford outcomes and increase in book bands; Sounds Write training improves staff knowledge and reading outcomes
Improved attendance	PP Persistent absentee pupils attend breakfast club and demonstrate progress in attendance %.
Intervention evidences progress for groups including: SEND, underachievers, more-able, as well as EAL and post CIC/LAC	Provision maps identify pupils for specific intervention and where no intervention is needed the child is monitored to ensure that they met at least expected progress
Pastoral Support/External Agencies direct work demonstrates positive outcomes depending on the need	Time to talk, counselling and other pastoral support interventions measure progress from the initial baseline,
Pupils can talk about opportunities/ experiences and impact is measured through acquired vocabulary and knowledge in writing outcomes.	Pupil voice in DEEP DIVES Moderation of writing and other subject books.



Teaching

Budgeted cost:

- £ 82,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HERTS Fluency Project intervention after school £2,100	Assessment is used to identify pupils using Salford. The Herts Fluency Project has published success data on their website and the school has its own internal data from when we piloted the project.	1, 2, 5, 6,7, 8
NELI programme £400	Government intervention with Reception Class teachers, TA and Y1 TA all trained in 2020-21.	1, 2, 5, 6,7, 8
Teaching assistants support learning in class £80,000	EEF has evidenced based research around the effective use of TAs. High SEND and PP pupil numbers means that more support is needed, as well as the teacher.	1, 2, 5, 6,7, 8

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

Budgeted cost: £ 54,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and nurture staffing costs and training £760 & £760 SEMH resources £2,615 Total £4,135	Evidenced based research and case studies sharing the positive impact of Thrive: https://www.thriveapproach.com/impact-and-research SEND Practise for sensory breaks and personalised strategies for SEMH used.	1-8



	Assessment is used to identify pupils using the Boxall profile or observed needs. – <i>Nurture not used in its entirety this year due to limited staffing.</i>	
Pastoral Support Team staffing £50, 000	<p>Due to the demographic of the school, it is essential that we have a Safe guarding Lead.</p> <p>Pastoral Support is a strength in the school and direct work is needed for specific interventions.</p> <p>The family community worker supports children and their families, with a focus on attendance, as part of safeguarding and getting the children to be at school, on time, every day, so they can learn.</p>	1-8

Wider strategies

Budgeted cost: £ 17,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Staffing £1,500 Magic Breakfast Club £500 Other costs £500 Total £2,500	Breakfast Club and provision in class enables our pupils to be fed every morning. All children eat bagels on entry to school. Breakfast club re-started in summer term to re-engage provision as a sociable start to the day. As part of Maslow's Law, this enable's pupils basic needs to be met and ensure they are ready to learn.	1, 4, 5, 6, 7, 8
£1,000 for trip to Croft Farm for a days outdoor and water adventures for Y6.	Enabling all children, including PP children, to experience outdoor adventures and water activities.	1, 5 - 8
Attendance Team £4580	Our school attendance has been improved and is now in line with county and has been above the DfE attendance data shared in 2020-21.	4



	The systems and rewards in place need to continue to ensure this is maintained.	
<p>Expert taught music tuition. £900x 2 £1,800 £2,000 Total £3,800 <i>Unable to get tutors post Covid measures – continue 2022-23</i></p>	<p>Music tuition for classes, using instruments is used for curriculum attainment but there are also strong links to pupil well-being and rhythm, rhyme and literacy. Music opportunities are planned across the year for music days, experiencing diverse cultures and music types.</p>	8
<p>Cultural Capital experiences and opportunities, visits and visitors, within the curriculum, to include transport costs £3,305</p>	<p>In order to access and make the school's curriculum meaningful and relevant, we ensure all children have free or heavily subsidised key experiences, where knowledge for learning is related to the project or piece of learning.</p>	8
<p>Catch Up Funding – see Report 2020-21 £5730 received in 2021-22: Sounds Write Courses £3,600 Sounds Write Training £2,200 Staffing costs £660 Total £6,460</p>	<p>DfE approved Synthetic phonics programme. EEF has evidence based research that systematic synthetic phonics achieves high impact for very little cost after training.</p>	1-8

Total budgeted cost: £154,480



Part B: Review of outcomes

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intent	Implementation	Impact
To improve SEMH pupil needs.	<p>Positive THRIVE and nurture experiences.</p> <p>Each class has had an identified child with a THRIVE intervention on My Plans – identified by SENDCo.</p> <p>Other SEMH support strategies used where needed.</p>	<p>All children benefit from positive professional relationships with staff, the PSHE curriculum and personalised emotional support, as part of everyday life at school and recovery from Covid experiences.</p> <p>Ofsted November 2021: "Pupils enjoy being at this school. They are happy to be with their friends, learning together."; "Pupils' personal development is well nurtured."; "Pupils in all key stages have positive attitudes to learning. Their good behaviour contributes to their successful learning."</p> <p>Thrive specific outcomes for identified children: Autumn: 7 children 6/7 made progress, 2 children moved to another stage. Spring: 7 children 5/7 made progress. Summer: 7 children 6/7 made progress. 3 children move to new stage of Thrive. (5 stages starting with Being which is 0-6/12 months).</p> <p>Also: 2 children seeing TIC+ (Summer term). 2 children having all year drama therapy. 2 children counselling from Infobuzz (Summer Term). 1 child Anxiety Gremlin work – Ongoing.</p>
Improve early language outcomes.	All Reception children were assessed. Neli intervention with 5 individuals, took place in twice weekly sessions, as well as 2 group sessions every week.	<p>5 children did Neli intervention 3/5 PP: 1 left; 1 unable to retest to assess progress; 1 has made the required progress. Any who have not made the required progress will now have My Plan targets to address needs. One EHCP outcome.</p>
Increase in reading fluency and comprehension age.	<p>Two members of staff completed Herts Training</p> <p>ECL carried out training sessions with teachers during Inset and staff meeting sessions.</p> <p>Herts fluency project as intervention.</p> <p>Herts strategies used in Whole Class Reading sessions.</p> <p>Salford scores assessed and analysed.</p>	<p>All pupil premium groups progressed more than non-PP in every class in EYFS and Y1-Y6.</p> <p>Ofsted November 2021: "Leaders have promoted a love of reading across the whole school. Staff across the school constantly encourage reading for pleasure. Pupils enjoy a range of literature, including traditional classics, modern tales and poetry."</p> <p>Examples of specific outcomes in the Y2 Herts intervention group Salford scores over 11 month period: Reading age average autumn 2021 6 y 8 Reading age average summer 1 2022 9 y 1</p> <p>Three of this group were "non-readers" in July 2021 – i.e. reading age below 4 years 5 months. These 3 now have reading ages of: 7 y 7 months 8 y 2 months PP</p>



		<p>10 y 0 months</p> <p>Of the intervention group, 6 children were PP. These 6 children made average progress of 2 y 5 months in 11 months from September.</p> <p>Strategies were used in whole class reading for the whole class.</p> <p>Average class reading age: Autumn 1 5 y 8 summer 2 7 y 10</p>
Improved attendance	PP persistent absentee pupils attend breakfast club and demonstrate progress in attendance %	<p>Ofsted November 2021: "Leaders have focused on a whole-school approach to encouraging good attendance. This, combined with close monitoring of absence, has led to an improvement in pupils' attendance."</p> <p>Whole school attendance 91.8%. Above the June national data of 89.4% and July data 80.8%.</p> <p>11 suspensions: 4 Boys/SEND/PP including 2CP, 1CIN, 1 MASH enquiry. Graduated Pathway followed and social workers informed. 1 pupil complex circumstances PEX. 1 pupil now has EHCP. 2 pupils had 1 suspension each, left in Summer T6 as in Y6.</p> <p>In total 1 part-time timetable PP pupil, with agreement of parents and LA informed.</p> <p>Boys lower than girl's attendance. PP and SEND group attendance lower against non-groups but all school groups above the national outcomes.</p> <p>Persistent Absenteeism (PA) is higher with self-isolation for Covid. FCW has been working with children and families, however with increase in Child Protection numbers this has taken priority.</p> <p>6 out of all Pupil Premium free invites to breakfast club were taken up in Summer Term 6 2022. Alternative childcare arrangements have been made over the Covid pandemic.</p>
Intervention evidences progress for groups including: SEND, underachievers, MA, EAL, post CIC/LAC and those not in groups.	Provision maps identify pupils for specific intervention and where no intervention is needed the child is monitored to ensure that they met at least expected progress.	<p>Ofsted November 2021: "Support for pupils with special educational needs and/or disabilities is a strength of the school. Staff carefully consider pupils' needs and provide detailed individual support plans. Teachers use these plans effectively to support pupils' learning."</p> <p>6/7 EHCPs for PP pupils.</p> <p>74% of children across school with a Writing My Plan target have achieved their target.</p> <p>Examples of intervention outcomes:</p> <p>Reception - Spring term: One PP child identified for Phonics after school intervention. Progressed from 5 to 25 in diagnostics assessment.</p> <p>3 PP children identified as needing reading intervention. All improved. 2 moved from Just Below to On track.</p>



		<p>Summer PP children targeted for interventions in phonics, reading, writing and maths – all made progress.</p> <p>Y2 summer provision map: 7 PP SEND children were targeted for Reading support. 4 went from being non-readers in September (below 4 years 5 months) to reading ages of 6 y 8, 7 y 11, 9 y 1 and 6 y 11.</p> <p>Y3 summer term: 3 PP SEND children targeted for reading interventions 2 made accelerated progress: 9 y 10 to 10 y 2 and 7 y 6 to 8 y 5; 8 y 6 to during summer term</p> <p>3 other PP children targeted for intervention improved NFER reading scores: 79 to 93; 90 to 93; 77 to 86.</p> <p>All Y3 PP children not already in a group are on track in all subject areas.</p>
<p>Pastoral support / external agencies direct work demonstrates positive outcomes depending on the need</p>	<p>Time to talk, counselling and other pastoral support intervention measure progress from the initial baseline.</p>	<p>Ofsted November 2021: "Pupils trust all members of staff and particularly appreciate the pastoral support and advice offered in the 'Pod'."</p> <p>59 children across school have had some support from Pastoral support or outside agencies this term.</p> <p>Some examples of support:</p> <p>Y2 PP child given regular time to talk throughout Y1 and Y2 – family now stepped down from CP to CIN. Shy and nervous at start of year. Child has grown in confidence and loves school. Has achieved Greater depth in some subject areas this year. Now having time to talk just occasionally when needed.</p> <p>Another PP family - 3 children between them have received CP Plan- Info Buzz Art Therapy, Play Therapy, Family Group Conference, Barnardo's family counselling. GDASS, Time to talk with pastoral in school. Housing and debt support for parent. Probation support/ intervention sessions, TIC support for older child older child has achieved greater depth in several areas of the curriculum. The oldest child has sat the Pates Grammar Admissions test.</p>
<p>Pupils can talk about opportunities / experiences and impact is measures through acquired vocabulary and knowledge in writing outcomes.</p>	<p>Pupils voice. Moderation of writing and other subject books. Ofsted pupil voice outcomes.</p>	<p>Reception – 2 visitors. Y1 Wentworth Court visits. Y2 Cotswold Wildlife Park Trip. Y3 Pates Language Festival. Y4 Cadbury World. Y5 Pates Science fair. Y6 Croft Farm – final week of term.</p> <p>Some quotes from children:</p> <p>Year 1 - "It is good and I like the people."; "Wentworth is the best and I like to paint the silk."; "I love the residents because they are nice."; "Wentworth court is the best because I love the dancing."; "The one with the straight hair is my favourite because he is funny."; "I like Wentworth court because I love the cupcakes."</p> <p>Year 2 - As part of the trip we went on the little train. Quite a few children had not been on a train before. One child</p>



		<p>went on a swing for the first time. Children overwhelmingly said it was amazing, the best day ever. Children were able to apply science knowledge and use vocabulary of different habitats, carnivore, herbivore, omnivore.</p> <p>Examples of pupil voice: "Does this one live in a rainforest habitat? I know it's an omnivore. Looks it's got opposable thumbs like we do!"; "I'm a scientist because I guessed the habitats each time."</p> <p>Y2 evidence of vocab then being used in recount and science writing. (see writing examples)</p> <p>Additional impact – Cultural Capital offer to include activities such as local park visit or picnic as not all children have experienced these types of activities. This will be an impact on children next academic year.</p> <p>Year 3 - "I enjoyed going to Pate's and learning how to speak in Greek."; "It was fun to go to Pate's because I could tell my family about learning different languages."</p> <p>Year 4 PP child - "I loved Cadbury's World. It was one of my best days because there was lots of historical knowledge to learn in a fun way. I enjoyed it lots and I loved the lovely chocolate tasting. And I loved the 4D experience and thank you for paying most of the money for me and my friends to go there."</p> <p>Y5 - "That was really good! They had done lots of work and it was really interesting. The most interesting one was about where woodlice like to live. I thought it would be leaves because they are part of nature, but actually they don't want to dehydrate so they live in the soil."</p> <p>"Wouldn't it be a good idea if we did a Science Fair like that one? We could all do different experiments and present our findings. It would be really interesting!"</p> <p>EAL pupil voice: We all spoke in a group about how they were finding HWPS and they each told me who their friends were and that they were happy at school. We then shared greetings for hello and goodbye. It was only an initial chat about settling in but all very positive and happy.</p> <p>Y6 pupil said she had made friends and was learning little bits of English from the children in her class. Pupil in Rec told me who her friends were; A child told me he was helping others in school who speak the same language – in Reception class. Another said they were using the iPad to help translate when it was difficult to ask/explain things to each other.</p>
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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Internal report shared with Governing Board.

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
Herts Fluency Project	Herts for learning
Sounds Write Phonics resources	Sounds Write – DfE approved

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA



Further information (optional)

We were invited to join the Pates Grammar School "Shaping Futures Programme" in 2021-22. 4 PP more-able pupils visited the school with their parents. They had Year 12 mentors, the loan of a school laptop and an online programme of curriculum and assessments to work through. All sat the admissions test and await the outcomes. 3 out of 4 pupils in reading, 1 in writing and 4 out of 4 in maths, made more than expected progress.