



## 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	Data
School name	Hester's Way primary School
Number of pupils in school	88/164 Oct'21 Census
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	October 2022
Date on which it will be reviewed	At the end of Term 6 2023.
Statement authorised by	Kirsti Ashman
Pupil premium lead	Sarah Royle
Governor	Chris Dee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,210
Recovery premium funding allocation this academic year	£7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£150,315



## 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	Early phonics acquisition, intervention and links to language/spelling.
4	Attendance issues; breakfast club
5	Special educational needs and disadvantaged pupils have additional challenges.
6	Special guardianships, court orders and other post looked after pupils
7	Child protection/child in need/early help
8	Risk of suspension or exclusion
9	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, through nurture group
Improve early language outcomes	Measure from baseline improves to age related expectations
Enable phonics intervention across the school	KS2 staff are trained in phonics to enable phonics intervention and teaching to new EAL pupils, as well as understand language and spelling
Increase in reading fluency and comprehension age	Fluency age using HERTS fluency project, Salford outcomes and increase in book bands
Increase children's knowledge of a wide range of high quality books and authors	Children will be able to name and recommend favourite high quality age-appropriate authors and books
Improve writing outcomes	Insight tracking shows improved outcomes for all, especially end of key stages
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: £86,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write Training for all teaching staff. AT1: Y2x1; Y4 x1; Y5 x2 £2,000</p> <p>ST3: Y4x1; Y6 x2 £1,500</p> <p>Staff cover costs: £2,500</p>	<p>DfE approved Synthetic phonics programme.</p> <p>EEF has evidence based research that systematic synthetic phonics achieves high impact for very little cost after training.</p> <p>KS2 staff trained to progress phonic staff knowledge and understanding, as well as links to spelling.</p>	1, 2
<p>After school catch up clubs and in-school intervention for phonics.</p> <p>£600 12 weeks</p>	<p>It is essential that children learn phonics to be able to read and write, as early as possible and by at least the end of Year 2.</p> <p>Assessment is used to identify pupils.</p> <p>Teaching staff to put in place after-school clubs and in-school interventions to address gaps in learning</p>	1, 2, 5, 6,7,
<p>Language intervention, based on speech and language referral and targets.</p> <p>Additional sessions £240 12 weeks one hour</p>		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
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and nurture staffing costs and training £760 & £760 SEMH resources £1,000 Total £1,520	Assessment is used to identify pupils using the Boxall profile or observed needs.	1-9
Pastoral Support Team staffing £50, 000	Due to the demographic of the school, it is essential that we have a Safe guarding Lead.  Pastoral Support is a strength in the school and direct work is needed for specific interventions.  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.	1-9

## Wider strategies

Budgeted cost: £ 11,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Breakfast Club Staffing £7,200 Magic Breakfast Club £500 Other costs £2,300 Total £10,000</p>	<p>Breakfast Club and provision in class enables our pupils to be fed every morning.</p> <p>As part of Maslow's Law, this enables pupils basic needs to be met and ensure they are ready to learn.</p>	<p>1, 4, 5, 6, 7, 8</p>
<p>Cultural Capital experiences and opportunities within the curriculum £1,955</p>	<p>In order to access the school's curriculum we ensure all children have free or heavily subsidised key experiences every term where knowledge for learning is related to the project or piece of learning.</p> <p>The school's Cultural Capital Offer will be published on our website in conjunction with the project planning and mapping.</p> <p>The school's reading spine is promoted through RfP class sessions, newsletters and school social media pages.</p>	<p>9</p>

**Total budgeted cost: £150,315**



## 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 2022 to 2023 academic year.

### 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
Sounds Write Phonics resources	Sounds Write – DfE approved
Talk for Writing	Jo Pearce

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Programme	Provider

### Service pupil premium funding (optional)

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

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





## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*