



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	108/190 Jan'23 Census 107/193 Oct'22 Census
Proportion (%) of pupil premium eligible pupils	56.8% Jan'23 55% Oct'22 (Including 8 SGO 4%)
Academic year/years that our current pupil premium strategy plan covers	Reception to Year 6
Date this statement was published	October 2023
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	£171,105
Recovery premium funding allocation this academic year	Covid Recovery Grant £10,549
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£181,654



## 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 56.8% 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	Parental Engagement to support pupil's SEMH and learning.
10	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 individual, class THRIVE sessions and nurture group. Young Minds Matters positive impact from referrals.
Improve early language outcomes	Measure from baseline improves to age related expectation in speaking and listening. Progress through My Plan and specific speech and language targets is evidenced for identified pupils.
Enable pupil progress through phonics intervention across the school	Increased phonics progress due to all staff being trained in Sounds Write phonics in KS1. At least one member of each KS2 staff is trained in SW Phonics to enable phonics intervention and teaching to new and SEND/EAL pupils, with progress evidenced. One member of teaching staff (ideally the teacher) is trained in early phonics and Y3-Y6 phonics, supporting vocabulary and spellings.
Improve writing outcomes	Insight tracking demonstrates the improved outcomes for all, especially end of key stages. Teacher judgements are triangulated with pupils work, assessments (Talk for Writing, NC and Frameworks) and moderated. Pupils will be able to use resources to support progress in their writing. Pupils enjoy writing and events.



Improved attendance	PP (including PP SEND) Persistent absentee pupils attendance improves through various strategies including breakfast club. Suspensions reduce as part of the SEMH work and following the Graduated Pathway.
Intervention (phonics and writing) evidences progress for groups including: SEND, underachievers, more-able, as well as EAL and post CIC/LAC	Insight Provisions identify pupils with specific intervention, showing at least expected progress made. This will include My Plan pupils.
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. Outcomes are demonstrated in learning progress, where-ever possible.
Parental Engagement improves across the school and in particular through pastoral support and the Graduated Pathway.	Parents are well informed of school events and engaged in class events, assemblies and school performances and calendar dates. Their feedback is responded to and informs next steps in school development. Curriculum and information sharing meetings are well attended and inform parents support and knowledge about their child's learning and development. Early Help and vulnerable referrals ensure that pupils and their families are supported in their identified needs.
Pupils can talk about their phonics and writing learning, as well as events, opportunities and experiences. This will be measured through speaking and listening, acquired vocabulary and knowledge of their writing outcomes.	Pupil voice in DEEP DIVE of phonics and writing. Impact of Cultural Capital on learning outcomes and new skills, knowledge and understanding of subjects, including life skills and school values. Consideration of PP EAL pupils outcomes to be measured through speaking and listening, including the EAL descriptors. Moderation of writing and other subject books.

## Teaching

Budgeted cost: £123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training for all teaching staff. KS1: Up to 3 TAs £1,500 KS2: 1 Teacher £500	DfE approved Synthetic phonics programme. EEF has evidence based research that systematic synthetic phonics achieves high impact for very little cost after training.	2, 3



<p>KS2: 3 Teachers £1,500</p> <p>Course costs total = £3,500</p> <p>Staff cover costs = £7,049</p> <p>Total costs = £10,549 (Covid Recovery Grant)</p>	<p>Pupil Premium and Covid Recovery DfE documents sharing allocation recommendations and 'menu' of approaches.</p> <p>All KS1 staff trained as per government expectation in primary schools, with a consistent and knowledgeable delivery.</p> <p>KS2 staff trained to progress phonic staff knowledge and understanding, as well as links to vocabulary and spelling.</p>	
<p>After school catch up clubs and in-school intervention for phonics.</p> <p><i>Local Tutoring Grant funding</i></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. As above.</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><i>Local Tutoring Grant funding</i></p>	<p>EEF evidenced based low cost for high impact.</p> <p>Pupils need this first step in learning before phonics, reading and writing can fully develop.</p>	1, 2, 5, 6,7, 8
<p>Teaching assistants support learning in class. £111, 500</p>	<p>EEF has evidenced based research around the effective use of TAs.</p> <p>High SEND and PP pupil numbers means that more support is needed, as well as the teacher during quality first teaching as well as intervention.</p>	1, 2, 5, 6,7, 8

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

Budgeted cost: £42,800

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Thrive and nurture staffing costs and training	Assessment is used to identify pupils using the Boxall profile or observed	1-9



<p>£800 x 2 Thrive training £1,600 SEMH and Nurture resources £1,005 Total £2,605</p>	<p>needs, impact is demonstrated through end profile. Parents are engaged in Nurture process. DfE accredited Thrive training for practitioners.</p>	
<p>Pastoral Support Team staffing £41,000</p>	<p>Due to the demographic of the school, it is essential that we have a Safeguarding 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> <p>EEF has evidenced that parental feedback and support informs positive pupil outcomes.</p>	<p>1-9</p>

## Wider strategies

Budgeted cost: £15,854

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Breakfast Club Staffing £7,500 Magic Breakfast Club £500 Provisions Total £8,854</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>SEMH support through Nurture and Time to Talk.</p>	<p>1, 4, 5, 6, 7, 8</p>
<p>Parental Engagement in communication, meetings, events and pupil's SEMH and learning. £3,000</p>	<p>A whole school app is purchased to improve communications, including newsletters, texts, emails, translation and feedback to questionnaires.</p> <p>Initiatives to get parent/carers to attend meetings and events to receive information, improves parent/carer attendance in school.</p>	<p>1-9</p>



	Interventions and initiatives for identified parents evidence positive impact through parent/carer feedback and pupil outcomes.	
Cultural Capital experiences and opportunities within the curriculum £4,000	<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>Pupil voice and pupil's work will be positively impacted by experiences and opportunities building subject knowledge and connections in learning.</p>	10

**Total budgeted cost: £181,654**



## 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 2023 to 2024 academic year.

<b>Intended outcome</b>	<b>Impact Outcomes by End July 2024</b>





## 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.*

## 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
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?	

