

Pupil Premium Strategy Statement 2024-25

Hester's Way Primary School

This statement details our school's use of pupil 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
Number of pupils in school	185 (including 6 post Looked After Care (LAC))
Proportion (%) of pupil premium eligible pupils	96/185 52%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Kirsti Ashman
Pupil premium lead	Sarah Royle
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year FSM £1,455; CLA and Post LAC £2,530; Service £2,530	£142,080 allocated Actual received higher at £157,500 Covid Recovery (Last year of funding) £3,697
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Total funding: £161,197

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, from their starting points, and achieve attainment in line with national expectations, 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 and challenge. 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 – raising attainment for all.

Although, we have 52% pupil premium, according to the IDACI data 80-90% of our pupils live in poverty. We are aware and want to support and challenge all children to achieve best outcomes, create greater choice, opportunities and experiences to better our pupils' life outcomes, enabling social mobility.

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 on-going 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.

As a school, we use the Education Endowment Fund (EEF) website and toolkit to identify cost effective and evidence-researched interventions to improve pupil outcomes.

<https://educationendowmentfoundation.org.uk/>

In 2024, we are joining a Gloucestershire Council, Gloucestershire Learning Alliance and EEF led project "The Write Journey", over two years, to improve our writing outcomes across the school. This collaborative work will check and enhance our provision.

Challenges

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

Challenge number	Detail of challenge
1	Attendance, lateness and reducing persistent absenteeism: everyone to know the importance of and attend school, enjoying and attaining from all that is offered.
2	Mental Health and Well-Being, higher Special Educational Needs (SEND) and Social, Mental and Health Needs (SEMH) identified, as well as impact from the Covid pandemic to be addressed to enable learning.
3	Even greater positive attitudes towards learning and future life outcomes are needed for pupil's to fully understand the importance of education to achieve. The children need to further develop their knowledge and understanding of how we learn, through learning skills, meta-cognition and executive function and why it is important. This includes embedding the school vision 'Aspire, Believe, Care and Achieve' and Values 'Perseverance, Pride and Positivity', across the school.
4	Significantly well below on entry starting points in Reception Class, particularly in speaking and listening, vocabulary, phonics and early literacy.
5	Lower attainment in writing, from starting points, which effects other subject areas and combined pupil outcomes.
6	English as an Additional Language (EAL) – not only as a barrier for those starting in Reception Class but also those joining later in the cohorts' school life; especially those with no English skills at all, on entry.
7	Special guardianships, court orders and other post looked after barriers and challenges that disadvantage CIC or post CIC pupils in comparison to their peers.
8	Pupils identified under Child Protection, Child in Need and those needing Early Help are supported by social care and/or family support workers to identify and meet their needs are at a disadvantage compared to others.
9	Risk of suspension or exclusion for children who do not able to comply with the behaviour policy, school rules and routines.
10	Parental Engagement to support pupil's attendance, SEMH and learning.
11	Cultural capital opportunities and experiences are limited out of school e.g. music provision, educational visits, including nature poverty.

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
To close the gap in persistently absent	- The gap closes between the identified groups, (Boys, PP, SEND), non-groups and national data, improving overall

<p>pupils attendance and lateness (Boys, PP, SEND), so that it is increasingly in-line with national outcomes.</p>	<p>whole school attendance.</p> <ul style="list-style-type: none"> - Suspensions reduce and risk of any PEX diminished through the graduated pathway and specific, personalised interventions. - Implement the SDP attendance actions and positive impact against identified success criteria. - Pupil voice shares that pupils' enjoy attending school and they know why it is important to attend well.
<p>To improve the mental health and well-being of those pupils identified with SEMH need.</p>	<ul style="list-style-type: none"> - The Mental Health and Well-Being Action Plan will be delivered and demonstrate impact against the identified success criteria. - This is delivered as part of the PSHE and Sports Curriculum evidenced in pupil outcomes. - Progress is evidenced in THRIVE whole class and individual intervention outcomes, using THRIVE assessment measures. - Young Minds Matters (YMM) and other external agency referrals linked to SEMH deliver specific support and share positive pupil voice and outcomes. - Identified SEMH need is actioned, monitored and progress demonstrated using My Plans and interventions. These are recorded on Provision Maps. Links between improved SEMH and academic progress seen.
<p>Pupils use the school values 'perseverance, pride and positivity', learn about meta-cognition and 'executive function' to further improve attitudes and be better learners.</p>	<ul style="list-style-type: none"> - Pupils and other stakeholders know about the school values and their importance in life-long learning, as well as other meta-cognition and executive function skills, demonstrated through school information sharing and feedback. - The children are able to identify and use learning skills and strategies, to enable them to be a better learner. This is observed in lessons and pupil voice. They use the 'Purple Learner' strategy – comfort, stretch and panic zone – to develop a growth mindset and be effective learners. - Children are able to self-regulate as learners - focus and concentrate on tasks improves; they better retain and retrieve knowledge and information to build and work upon it. (Teaching Profile – evidence) - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation - https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function
<p>To improve speaking and listening, vocabulary acquisition, phonics and early literacy, in Reception Class, from the starting points.</p>	<ul style="list-style-type: none"> - Collaborate with and action the 'Early Language Support for Every Child' (ELSEC) two year programme, assessment outcomes will be shared. - Vocabulary is key in lessons and the learning environment; vocabulary acquisition increases and is used both verbally and in pupils writing outcomes. - Sounds Write Phonics teaching and learning is prioritised through quality, first teaching and then intervention. - Sounds Write Phonics outcomes improve in-line with national outcomes, with progress measured through the relevant SW diagnostic assessments, as well as the Phonics Screening Check - Reading and writing is developed in whole class, group and

	<p>individual sessions – using decoding and comprehension skills. (Teaching Profile- evidence)</p> <ul style="list-style-type: none"> - Progress is evident from baseline to most recent assessments and pupil outcomes, including My Plans. - https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/ELSEC-Leaflet-for-Professionals.pdf https://questions-statements.parliament.uk/written-questions/detail/2023-10-16/202724
To accelerate writing progress, in order to raise attainment, across the school.	<ul style="list-style-type: none"> - The English Writing Raising Achievement Plan (RAP) will be delivered and demonstrate impact against the identified success criteria. - Collaborate with and action 'The Write Journey' GCC, GLA, EEF project – demonstrating progress in identified success criteria linked to the RAP. - Quality first teaching is in place and consistent across the school: modelled, shared and group guided writing. - Effective assessment is used to inform pupils' priority areas. - Vocabulary, Phonics and GPS application is evident in writing outcomes – improving sentence structure. - Pupils' learning is scaffolded to support and challenge. - Pupil writing outcomes increase demonstrating above expected progress in all groups but especially in PP. Writing is moderated in school and at network meetings. Positive pupil voice is heard.
To improve provision and pupil outcomes for pupils with English as an Additional Language (EAL), especially in speaking and listening, phonics and English progress.	<ul style="list-style-type: none"> - EAL pupils are immersed in age-related lessons. - The learning environment is labelled with dual language pictures and signs – key information – pupils are able to navigate the walls, class and school. - Pupils' vocabulary improves, through vocabulary being pre-taught, on display and used when speaking. - EAL pupils are targeted in phonics lesson and have additional intervention where needed. - Learning resources and tools are provided to support and used by pupils in lessons. - Daily reading practise with member of teaching staff or higher attainer or more able pupil mentor (same or higher year group). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring - The EAL Lead meets and collaborates with experienced and recommended subject lead to further implement EAL RAP. - EAL pupil progress increases in speaking and listening descriptors, phonics, reading and writing pupil outcomes.
To demonstrate improvement in pastoral and academic outcomes, specifically identified for the CIC or post LAC child.	<ul style="list-style-type: none"> - My Plans or goals set, actioned, monitored and assessed to demonstrate progress in identified need area. Recorded on Provision Map. - Pupil Voice shares positive school experience and aspirations for the future, including examples of Cultural Capital.
To demonstrate improvement in pastoral and academic outcomes, specifically identified for the CP, CIN and EH	<ul style="list-style-type: none"> - Social Care or Early Help Plan identifies pupil's needs – all professionals work towards supporting these targets to be met. Review and improvements evidenced through the Plan and Graduated Pathway. - Pastoral school interventions demonstrates progress through

child.	<ul style="list-style-type: none"> - personalised intervention such as Time to Talk, Thrive etc. - Academic outcomes – increased progress is evident in identified learning area. My Plans or goals set, actioned, monitored and assessed to demonstrate progress in identified need area. Recorded on Provision Map. - Pupil Voice shares positive school experience and aspirations for the future.
To prevent and reduce suspension and risk of permanent exclusion.	<ul style="list-style-type: none"> - GCC policies and procedures followed. - Graduated Pathway followed with personalised intervention and external agency support – improved outcomes. - Behaviour Plan, risk assessment and support in place to reduce risk and with the aim to prevent suspension. - Suspensions reduce. - Pupil’s pastoral and academic intervention outcomes improve. - Pupil voice positive improvement including attitude to learning and aspirations.
To improve parental engagement to support and improve: Pupil attendance Social, emotional and mental health Home learning	<ul style="list-style-type: none"> - Meetings and events held by teachers, SLT and subject leads to share information, engage and coach parents to support their children in getting to school, in their mental health and well-being and home learning. - Relevant information shared on social media, school website and leaflets with feedback. - Increased audience reached, in order to impact more pupils. - Parent feedback evidences improvements in knowledge and understanding and improved pupil outcomes (Parent Voice and questionnaires).
To provide cultural capital opportunities and experiences, in order to inspire and create social mobility in the longer term, whilst in the shorter term evidence of shared experience is in vocabulary used verbally and in written outcomes.	<ul style="list-style-type: none"> - Pupils attend age-related, curriculum based educational visits to support and encourage their learning, sharing and recalling their positive experience, enjoyment and inspiration. - Music lessons and provision shared in performances and celebrated amongst pupils and their audience – Pupil Voice and Feedback. - Forest School provides access to nature, the outdoors and learning skills. Children are able to share what and how they have learnt, as well as demonstrate the school values. - They use the technical and specific vocabulary linked to the experience.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £130,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pastoral Support Team Staffing costs: £48,000</p>	<p>Due to the demographic of the school, it is essential that we have a dedicated and experienced Pastoral Support Team. Pastoral Support is a strength in the school and direct work is needed for specific interventions, following the Graduated Pathway. The SENDCo and FCW are trained THRIVE practitioners. The SENDCo makes referrals to Young Minds Matters (YMM) for SEMH needs and collaborates with YMM for any CPD and direct class work. The SENDCo works to prevent suspensions and promote inclusion. 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>Specifically 1, 2, 3, 6, 7, 8, 9, 10.</p>
<p>Staff cover and costs for English writing CPD, coaching within the teaching team and planning time – linked to The Write Journey. £1000 (Training 2 days x 2 teachers; Deliver CPD 3 days x 2 terms x 2 teachers 24-25, additional plan time)</p>	<p>We have an experienced and dedicated teaching team, with identified teachers being trained to deliver in school CPD and peer coaching. There is widespread research demonstrating the positive impact of peer coaching, building team relationships and outcomes.</p>	<p>Specifically 4 & 5, then 1-11</p>
<p>Sounds Write CPD for any identified staff: Teacher £500 per member of staff to attend x 2 & cover Total £2,000</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. Pupil Premium and Covid Recovery DfE documents sharing allocation recommendations and 'menu' of approaches. All KS1 staff trained as per government expectation in primary schools, with a consistent and knowledgeable delivery. KS2 staff trained to progress phonic staff knowledge and understanding, as well as links to vocabulary and spelling.</p>	<p>4, 5, 6, 9</p>
<p>Teaching assistants support learning in class. £79,020</p>	<p>EEF has previously 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 during quality first teaching as well as intervention. They support and challenge in all identified barrier areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-</p>	<p>1-11</p>

	evidence/teaching-learning-toolkit/small-group-tuition	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £1,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in Mental Health and Well-Being and THRIVE. Training £640	Senior Mental Health Lead practitioner programme (DfE) – grant. THRIVE training for DHT/SENDCo and FCW to maintain THRIVE school status and updates.	1-11
Language intervention, based on speech and language referral and targets. Sessions £400 (20 weeks x 1 hour)	EEF evidenced based low cost for high impact. Pupils need this first step in learning before phonics, reading and writing can fully develop. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	4, 6
Phonics intervention for identified pupils Sessions £640 (16 weeks x 1 hour)	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. Assessment is used to identify pupils. Teaching staff to put in place after-school clubs and in-school interventions to address gaps in learning. EEF shares evidence of high impact for very low cost. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics	4, 5, 6

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

Budgeted cost: £29,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Breakfast Club Staffing £13,680 Magic Breakfast Club £500 Provisions £500 Rewards £500	Breakfast Club and provision in class enables our pupils to be fed every morning. Magic Breakfast have researched and evidenced the positive effects of eating in the morning: https://www.magicbreakfast.com/what-we-do/research-policy-and-advocacy/our-research/ As part of Maslow's Law, this enables pupils basic needs to be	1, 2, 3, then 4-11

Total £15,180	met and ensure they are ready to learn. https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs SEMH pupils are supported in a 'nurture' based breakfast group and given time to talk – entering class calm and ready to learn.	
Attendance celebration rewards £100 per term Total £600	The children in school respond positively to positive praise and rewards, to celebrate attendance and improvements made. Weekly prize – no cost – extra play. Termly: 'Gold, Silver and Bronze' raffles; Best class attendance cake; 100% attendance.	1, then 2-11
Parental Engagement information and events in: Pupil attendance; Social, emotional and mental health; Home learning £500 (class cover)	The EEF shares that this intervention provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1-11
Cultural Capital experiences and opportunities within the curriculum: Educational Visits £4,000 Music Tuition £1,520 Forest School £7,697	In order to access the school's curriculum we ensure all children have free or heavily subsidised educational visits, visitors and experiences. related to subject learning. The school's Cultural Capital Offer will be published on our website in conjunction with the project planning and mapping. Pupil voice and pupil's work with be positively impacted by experiences and opportunities building subject knowledge and make connections in learning. The Driver of Social Mobility https://www.gov.uk/government/publications/state-of-the-nation-2022-a-fresh-approach-to-social-mobility/state-of-the-nation-2022-chapter-4-drivers-of-social-mobility Ofsted https://nationalcollege.com/news/ofsted-cultural-capital-guide Nature Poverty https://www.health.org.uk/evidence-hub/our-surroundings/green-space/inequalities-in-access-to-green-space	Specifically 11, then 1-10.

Total budgeted cost: £161,197

Part B: Review of Outcomes for disadvantaged pupils

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We do not have any Service PP pupils at this time (2024-25).

The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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