

Pupil premium strategy statement

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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Hadleigh Community Primary School
Number of pupils in school	511 (+56 in nursery)
Proportion (%) of pupil premium eligible pupils	18.7% + 12.5% service pupils
Academic years that our current pupil premium strategy plan covers	2022 to 2025
Date this statement was published	April 2022
Date on which it will be reviewed	December 2022 and annually thereafter
Statement authorised by	Mr Gary Pilkington, Headteacher
Pupil premium lead	Mr Gary Pilkington, Headteacher
Governor / Trustee lead	Richard Harrison, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125800 +£19040
Recovery premium funding allocation this academic year	£3154
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£147994

Part A: Pupil premium strategy plan

Statement of intent

At Hadleigh Community Primary School our disadvantaged pupils make up just over 18% of our school community. Each and every one of them is valued and we are committed to removing any barriers to ensure they reach their full potential now and in their future.

Our ultimate objectives are:

- For disadvantaged children at our school to match or exceed the attainment of non-disadvantaged children both nationally and within the school
- For all disadvantaged children in the school to match or exceed the progress of non-disadvantaged children both nationally and within the school
- For all disadvantaged children to access the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

High-quality 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 all 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.

We are committed to ensuring each pupil leaves as a confident reader, being able to read fluently and aware of a wide range of authors and text. We will support them to close the vocabulary gap on their peers and ensure they have access to a range of high-quality texts. As writers, they will be able to engage readers and understand the importance of the purpose of their writing as well as the audience. We will ensure they understand the core mathematical concepts required with as many as possible understanding at a mastery level. They will make links across the curriculum and build on previous knowledge to gain a deeper understanding of a range of concepts. They will be passionate about their learning and be able to discuss this confidently.

Our plan is to also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We will ensure early identification of pupils' pastoral needs, supporting their emotional, social and mental well-being.

Whilst attendance is good overall at HCPS it is noticeable that there is a disproportionate number of disadvantaged pupils who are persistently absent (attendance rate less than 90%). This needs constant addressing. We work closely with other agencies and families to try to improve this.

HCPS is an inclusive school. It is our intent that all pupils will access all areas of school life including enrichment opportunities. It is important to remember that the value we place on quality school meals, specialist teaching in Music and Physical Education and open opportunity to all extra-curricular activities supports our disadvantaged pupils to live healthy lives and bridge cultural capital gaps which are challenging to measure.

The activities we have outlined in this statement support the needs of all pupils regardless if they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that some pupils have conceptual gaps or misconceptions that causes them to not be working at an age-related level or may cause them to be making slower progress than their peers.
2	Disadvantaged children joining our EYFS do so with lower than typical starting points.
3	Ensuring that disadvantaged pupils are fluent readers. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge rich curriculum passes them by.
4	Some disadvantaged children have multiple barriers to learning including SEN/LAC/CIN/CP/SEMH. They need support to be “ready to learn”.
5	Where it has been identified and the pupils involved are not impacted significantly by SEN concerns, we will close the gap between disadvantaged pupils and non-disadvantaged pupils within our internal data.
6	In some cases, pupils do not have access to, or the support at home to benefit from opportunities to develop their rounded education. We endeavour to support where possible.
7	Service pupils need support to create a sense of belonging and community to help them thrive. (negative impact of family mobility and parental deployment is minimised)
8	Writing: Improve pupil outcomes in writing.
9	Attendance: Whilst attendance is good overall at HCPS, analysis of attendance data shows that, in some cases, some pupils’ attendance and punctuality is below the average of their peers and this has a negative impact on attainment and progress.

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
Teachers will have a clear understanding of assessment and plan effectively to narrow any gaps.	<p>Focus on understanding the gaps in pupils learning to ensure that any identified issues are addressed.</p> <p>Increased children achieving Age Related Expectations (ARE) in reading, writing and maths at the end of KS2.</p> <p>AFL will be consistent and feedback moves children on in their learning.</p> <p>Interventions are purposeful and support the bottom 20% to make rapid progress.</p> <p>Environment is vocabulary rich and children are able to use the vocabulary correctly.</p> <p>Staff reminded and encouraged to use retrieval practice regularly to ensure knowledge is learnt.</p>
Children will engage in all aspects of learning with high levels of motivation and lead their own learning across the curriculum- EYFS.	<p>Planning will show key questions to promote oracy and deepen children understanding of key concepts.</p> <p>Activities are carefully planned to ensure plenty of pupil to pupil and pupil to adult conversation.</p> <p>Reading is a focus and pupils not supported at home are given additional sessions to establish a love of reading.</p> <p>Increase engagement and love of learning evident through pupil voice.</p> <p>All children will have access to a consistent wider curriculum based on knowledge with a focus on vocabulary enabling children to make links.</p>
Writing	Standards of attainment in writing rise to at least the national standards in the statutory assessments for both Key Stages 1 and 2 at the end of the academic year.
Pupils are able to read at an appropriate age-related level and a love of books is nurtured.	<p>Termly data trawl to identify those pupils not reading at ARE and these pupils identified and information shared to class teachers and assistant heads.</p> <p>Interventions introduced or additional reading opportunities provided to enable disadvantaged children to read more often and with the support of an adult.</p> <p>For those not making progress additional teaching introduced to support with decoding and phonics in particular.</p> <p>Pupil voice used to identify books that appeal to pupils ensuring suitable texts are in school.</p>
Support disadvantaged pupils who are also impacted by SEN.	<p>Support the SEN team with pupils that are both disadvantaged and SEN.</p> <p>Discuss plan for pupil improvement with parents and engage them in supporting their child.</p> <p>Research and identify additional resources that can be purchased to support the needs of these pupils.</p> <p>Ensure access to interventions that address the gaps in their knowledge.</p>
Ensure access to all areas of school life including enrichment opportunities.	<p>Outcomes for disadvantaged children will continue to rise through opportunities to develop school leadership roles.</p> <ul style="list-style-type: none"> - Disadvantaged children to be prioritised for school based after school clubs. - All disadvantaged children will attend school trips to widen their experiences.
Attendance	<p>We work closely with other agencies and families to try to improve rates of persistent absence amongst disadvantaged pupils.</p> <p>All disadvantaged pupils meet national expectations for attendance and punctuality.</p>

Activity in this academic year

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: £112,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing: improve progress of all pupils and make necessary alterations to improve pupil outcomes in writing.	Teachers to engage with the most Up-to-date thinking utilising the experts available. CPD purchased	1, 2, 3
Continue work on whole school curriculum ensuring knowledge is at its core.	Wide range of research completed on benefits of knowledge rich curriculum	1
Continue Phonic training of new scheme for all staff. Phonics lead/English team to evaluate effectiveness of phonics teaching across N – year 6.	DFE reading framework Phonics tool kit EEF DFE accredited phonics program Phonics strategy EEF T and L toolkit.	1, 2, 4
Embed Anima phonics to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Education Endowment Foundation	2, 3
Teaching assistants support learning in class. - 1-1 teaching assistants where a specific need has been identified. - Class TAs to support early intervention in class. - TA training sessions (e.g. linked to EEF recommendations)	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. EEF- Making the Best Use of Teaching Assistants	1, 2, 3, 4, 5, 6

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of interventions and identify those children falling behind. Non negotiables regarding end of year expectations identified. Training for TA's in targeted interventions. Entry and exit data to monitor impact of interventions. Focus groups embedded during whole class reading</p>	EEF T and L toolkit	1, 2, 3, 4, 5, 6
<p>Use pre-teaching sessions to help support children who may find accessing the content of lessons challenging. - TAs to deliver sessions that the teacher has planned to groups of children identified by the class teacher. - Extend pre-teaching sessions to before school for children in KS2</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. EEF – Making the Best Use of Teaching Assistants</p>	1, 2, 3, 4, 5, 6
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Third space learning – 3 terms – PP prioritised – maths – 25/30 pupils x 10 sessions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5, 6, 7
<p>SEND assessment review and targeted CPD to support planning for children with SEND</p>	EEF blog five evidence based strategies to support high quality teaching for pupils with SEND	4, 5, 6
<p>Reading plus: Intervention to target closing gap of 10% poorest readers with their peers.</p>	2.5 years of growth in 60 hours of intervention	3
<p>Writing interventions – pupil progress meetings focus</p>	Whole school approaches to improve QFT impact learning of al (EEF)	8

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ELSA training.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. EEF Teaching and Learning Toolkit	1, 2, 3, 4, 5, 7
Disadvantaged children to be invited to breakfast club with access to timetable rockstars and additional reading support.	EEF T and L toolkit	1, 5, 6
Disadvantaged pupils given free places on trips	It is crucial to ensure that pupils access high quality physical activity for the other benefits and opportunities it provides. EEF Teaching and Learning Toolkit	1, 6
Military Mates club	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. EEF Teaching and Learning Toolkit	1, 2, 3, 4, 5, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Attendance – disadvantaged pupils work closely with EWO and families to improve attendance	Previously, 3 out of 5 pupils who have worked with EWO/School have improved attendance.	9

Total budgeted cost: £148,000

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 2021-2022, 2022 to 2023 academic years and the 2023 to 2024 academic year. Measures are unavailable for KS1 in 2023-24. Key Stage 1 SATS were not taken at HCPS.

KS1

Subject	Sch Dis			Sch Non Dis			Gap (Colour indicates +ive/-ive diff with Nat gaps)			Nat Dis			Nat Non Dis			Gap		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Reading	55%	75%		72%	69%		-17%	+6%		52%	54%		72%	73%		-20%	-19%	
Writing	64%	75%		67%	51%		-3%	+24%		41%	45%		63%	65%		-22%	-20%	
Maths	64%	88%		68%	74%		-4%	+14%		52%	56%		73%	75%		-21%	-19%	
RWM	55%	75%		62%	51%		-7%	+24%		37%	40%		59%	61%		-22%	-21%	

KS2

Subject	Sch Dis			Sch Non Dis			Gap (Colour indicates +ive/-ive diff with Nat gaps)			Nat Dis			Nat Non Dis			Gap		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Reading	67%	79%	83%	75%	88%	80%	-8%	-9%	+3%	62%	60%	63%	80%	78%	80%	-18%	-18%	-17%
Writing	40%	64%	75%	75%	86%	75%	-35%	-22%	0%	55%	58%	59%	75%	77%	78%	-20%	-19%	-19%
Maths	60%	79%	75%	74%	92%	77%	-14%	-13%	-3%	56%	59%	59%	78%	79%	80%	-22%	-20%	-21%
RWM	40%	64%	67%	67%	80%	71%	-27%	-16%	-4%	43%	44%	46%	66%	66%	68%	-23%	-22%	-22%