

## Pupil premium strategy review 2022-23

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Hale Nursery and Primary Academy
Number of pupils in school	323 including Nursery
Proportion (%) of pupil premium eligible pupils	117 36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Clare Freeman Academy Head
Pupil premium lead	Leigh Baldwin Inclusion Lead
Governor / Trustee lead	Janice Prentice

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,035
Recovery premium funding allocation this academic year	£ 13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,520

# Part A: Pupil premium strategy plan

## Statement of intent

*To close the attainment for our disadvantaged pupils by providing them with the extra support that they require to make accelerated progress and improve their progress and attainment.*

*By providing early intervention, our disadvantaged children's barriers are quickly identified and addressed to ensure the children can quickly overcome them and that they do not limit any child's life chances.*

*Our strategy outlines extra staffing support to ensure rapid identification of barriers, as well as targeted interventions that will impact on attainment.*

## Challenges

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

Challenge number	Detail of challenge
1	To close the attainment gap for our disadvantaged pupils so they make the same progress as our non-disadvantaged pupils by providing them with the extra support that they require to make accelerated progress and improve their attainment.
2	There is reduced parental support for children and low parental engagement with school.
3	Social and emotional resilience of many pupils affects learning, relationships and wellbeing.
4	Limited speech and language skills of children in EYFS and KS1 impacting upon the development of reading and writing, particularly with fluency in reading and comprehension
5	Low attendance rates – families need support to ensure good attendance.

## 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
Improved attainment in EYFS and a higher percentage of children attaining GLD	Data shows that more than 47% of our pupil premium children in Reception reach GLD.
Maximum progress for our pupils in reading, writing and maths	Data analysis shows an on-going improvement in the amount of PP children achieving expected progress in reading, writing and maths in all year groups. Children who are attending PP interventions to make more than the expected progress on the KAT assessment system. Data shows the gap between PP and Non-PP children is reducing.
Attendance rate improved closing gap between PP and non-PP	PP children's attendance is above the 93.12% they achieved last year. With a reduction in the number of persistent absences for PP children.
Improved Speech and language in Key Stage One and EYFS	Wellcom and Talk boost intervention data show children making more than expected progress. The number of children achieving the expected standard within the EYFS curriculum increases.
Improved Phonics and spelling skills across the school – reflected in extended written work across the school, including Increased opportunities for extended writing	Data tracking shows and improvement in the number of PP children achieving the national expectations within phonics. Increase in the number of PP children achieving the year 1 phonics expected standard. Increase in the number of year 2 children passing the phonics screening. KS1 writing shows increase is the number of PP children achieving the expected standard or more. Year 3+ assessment data for PP children shows increasing numbers achieving the expected standard.
Improve the children's resilience and mental well-being to support their engagement with the work	Behaviour data shows reduction in red cards and behaviour incidents for targeted children. Improvements observed in SDQ scores for key children. Progress data shows improvement for children receiving ELSA or counselling.
Improvements in reading - improved engagement and comprehension across the school	Reading data shows continuing improvements for PP children. The number of PP children needing support to read five times a week is reduced. The number of PP children reading at the expected standard or more increases. Children achieving the expected standard at Year 2 and 6 increases.

## Activity in this academic year 2022-23

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: £53,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1x Family support worker to support families</i>	Good relationships with parents and support is given to help with behaviour challenges, finances and the emotional health of the families.	2/5
<i>Full time inclusion support</i>	To increase the capacity to drive forward EHCP applications for PP children as there is a high correlation between our PP children and our children with additional needs.	1
<i>Maintain small class sizes across the school to maximise support</i>	<p>There is some evidence for additional benefits of smaller class sizes with younger children; so, smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	4

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

Budgeted cost: £ 60,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing costs 1x HLTA staff members with a PP focus to run 1:1 sessions.</i>	Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition will be targeted at pupils' specific needs using our assessment system. Diagnostic assessment will be used to assess the best way to target support.	1
<i>1x Lexia coordinator</i>	To ensure the Lexia program is run with fidelity. Digital technology to be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	1
<i>1:4 tutoring for PP pupils across the school</i>	Small group tutoring is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1
<i>Implement high quality validated phonics scheme</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence; it is an important component in the development of early reading skills - particularly for children from disadvantaged backgrounds	1
<i>Improved Reading scheme for all children</i>	The quality of the books that the children engage with will have a positive impact on engagement with reading	1
<i>Purchase reading scheme for key stage 2 that supports early reading in older children</i>	Children require a high-quality text to build confidence and to ensure they are maintaining their self-esteem whilst developing early reading skills.	
<i>Talk boost intervention</i>	Oral language interventions are shown to have high impact based on strong evidence. Children have already shown high levels of progress using this intervention.	4
<i>Wellcom intervention</i>	Oral language interventions are shown to have high impact based on strong evidence. Children have already shown high levels of progress using this intervention.	4

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

Budgeted cost: £ 26,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular meetings with Kite attendance officer with PP children focus	Higher attendance will impact on the children's ability to access the learning and the targeted interventions that are designed to support and increase educational progress.	5
<i>1x Attendance officer</i>	Ensuring challenge is targeted where needed and families are being supported to improve attendance.	5
<i>Play therapist for 1 day a week- 1:1 work with children</i>	Support for mental health and getting the children in the right place to learn is key for their success in school.	3
<i>Fulltime Elsa to work 1:1 and in small groups with the children to improve resilience and engagement in learning</i>	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Although, it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	3

**Total budgeted cost: £139,520**

# 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.

*Review of 2022-23*

### Improved attainment in EYFS and a higher percentage of children attaining GLD

July 2023 data shows 72% of children passed their GLD. This is an increase from 2022 and the highest GLD attained by the Academy for 8 Years. Twelve reception children were PP and 92% of them achieved GLD compared to 47% from the previous year. The impact of ELS phonics and the Wellcom interventions starting earlier in Nursery along with the early identification and intervention of needs have contributed to this increase in achievement as well as strong EYFS teaching.

### Maximum progress for our pupils in reading, writing and maths

Data analysis shows a very cohort specific set of data for both key stage one and key stage two - both are tracking below national expectations. The new curriculum expectations and changes to pedagogy will support accelerated improvements in data going forward.

Within key stage one, there were high levels of mobility throughout the year. This affected this year's published results by a 10% reduction. There was a slight increase in the number of children passing the expected standard in all core subjects; although this is still tracking below expected. KS1 writing shows an increase in the number of PP children achieving expectation generally. There is a slight increase in the % of key stage one children achieving expected in Writing from 52.5% to 57% and a slight increase in the number of PP children achieving expected. Our Key stage reading data showed no increases for PP children this academic year. Key stage one data is therefore not yet showing the sustained improvement to be in line with national expectation, but curriculum changes have already been implemented to facilitate such a change.

Table to Show PP children achievement against non-pp children across the school

Filter class by	Low Prior Attainers			Middle Prior Attainers			High prior attainers		
E6	R (8) +3	W (8) +2	M (15) +7	R (14) +4	W (14) +4	M (23) +11	R (21) +4	W (22) +5	M (27) +9
E6 whole school average	9.6	7.2	14.2	16.5	14.8	20.3	19.5	0	25.7
82 children -	+4.2 (5.4)	+3.7 (3.5)	+6.4 (7.8)	+7.2 (9.3)	+6.5 (8.3)	+7.7 (12.6)	+4 (15.5)	(0)	+8 (17.7)

+progress made since spring									
Non-PP children	11.6	11.1	13.9	18	16.3	21.9	19.9	19.1	27
	+4.7	+5.1	+6.2	+7.3	+6.1	+8.2	+6	+6.9	+6
	(6.9)	(6)	(7.7)	(10.7)	(10.2)	(13.7)	(13.9)	(12.2)	(21)
Summer analysis 2022 PP chn	9.7	7.8	13.1	15.6	14.8	19.8	19.5	24	28.4

### Whole school Data analysis

Within writing, our prior middle and high attaining PP children are making better progress; but our low attaining PP children made less progress this year than last. The next PP plan will address writing across the school and research and implement writing interventions designed to close the gap for all children as well as ensuring the curriculum continues to deliver high quality teaching.

Within maths, our prior low and middle attaining PP children made less progress this year than last, but our high achievers made considerably more progress. The next PP plan will address maths across the school and research and implement maths interventions designed to close the gap for all children as well as ensuring the curriculum continues to deliver high-quality teaching.

*Support by our PP intervention teacher within maths in year 5 has ensured children make expected progress but there has not been an acceleration in progress within this group to show a significant closing of the gap. Within the National Tutoring programme, the best impact has been within key stage 1 phonics data and PP children have made significant progress and closed the gap as shown in their phonics. In comparison to 2022, our PP children are making better progress in reading; this is due to the purchase of Barrington Stoke books, ELS phonics, the new reading scheme in key stage one and supplementary books for key stage 2.*

### Improved Phonics across the school

Data tracking shows a 17% increase on the percentage of all children achieving the year one phonics score in 2023 compared to 2022 and an improvement in the percentage of PP children achieving the nationally expected standard within phonics.

*Lexia intervention is embedded across the school, and the lexia coordinator is ensuring children are gaining access to the lessons to ensure maximum progress.*

The attendance rate for our PP children has significantly improved this year from 91.6% in 2021-2022 to



93.0% in 2022-23. Robust attendance calls and letters have ensured a rise in attendance for all. The whole school attendance figure improved from 93.1% in 21/22 to 94.1 % in 22-23. The percentage of children falling into the persistent absentee category also reduced from 17.9% to 11.8%.

### **Improve the children’s resilience and mental well-being to support their engagement with the work**

Behaviour data shows a reduction in red cards and behaviour incidents for targeted children. In addition, there are improvements observed in SDQ scores for key children. Progress data shows improvements for children receiving ELSA and counselling.

### **Improvements in engagement with reading and comprehension across the school**

Reading data shows continuing improvements for PP children. The number of PP children needing support to read at least five times a week has reduced. The percentage of PP children reading at the expected standard has increased. *The whole school five reads a week is having a positive impact on reading data across the school - we are identifying the children who are not being heard read at school and are trying to raise parental expectation to support their child’s development as well as supporting with Lexia interventions and reading at school.*

### **Play therapist**

A play therapist was employed to work with 8 children. Impact has been very varied; improvement and impact has been seen in a reduction of behaviour incidents and red cards within individuals and within the children’s ability to self-regulate and control their emotions.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Essential Letters and sounds	Oxford Owl
Talk boost speech and language intervention	I can
Wellcomm speech and language	Wellcom