

Pupil Premium Strategy Statement 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 (3 year plans are recommended)	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
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	£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 for our disadvantaged pupils by providing them with the extra support that they require to make accelerated progress and improve their progress and attainment.
2	Reduced parental support for children, 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, 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 children	PP children's attendance is above the 93.12% they achieved last year. With a reduction in the % 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. % of children achieving expectation 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 an improvement in the % of PP children achieving the national expectations within Phonics. Increase in the % of PP children achieving the Year 1 Phonics expectations Increase in the % of Year 2 children passing the Phonics screening. KS1 Writing shows increase in the % of PP children achieving expectation. Year 3+ KAT data for PP children shows increasing numbers achieving expectation.
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 and Counselling.
Improvement 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. % of PP children reading at expectation levels increases. Children achieving expectation level at Year 2 and Year 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; support given to help with behaviour challenges, finances, to support 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 and 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>	Quality of the books 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 high quality text to build confidence, 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 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 2021 to 2022 academic year.

Review of 2021-22

Review of statement of intent- Pupil Premium children are receiving extra support. The impact of this is varied. Support by our PP Intervention Teacher has been limited due to staff illness and our National Tutoring programme has had varied impact in different subjects. The best impact has been within Key Stage 1 Phonics data and PP children have significantly closed the gap. Our PP children who are Lower prior attainers are keeping pace with non-PP children, but our priority for next year must be our Middle prior achievers (MPA) ensuring they are making maximum progress and closing the gap. MPA children will be a focus for the PP Intervention Teacher next academic year.

Early intervention is in place and gaps are smaller in Nursery and Key Stage 1. Year 1 and Year 2 have 69% and 68% on track in core areas. These percentages are much lower higher up the school.

Intended Outcomes

Higher % of children achieving GLD- in 2022 we had our highest GLD for 7 years. This is still below where we would like it to be but shows that even with Covid impact the children are achieving well in our Early years. 47% of our PP children attained GLD- this needs to continue to be a focus going forward with our lowest area being Writing.

Progress in Reading and Writing- Data shows that these are still areas of development for the school for our PP children. They are currently making lower than expected progress. The CLPE Power of Reading scheme is shown to have impact on readers and writers – English Lead to evaluate the programme and identify the barriers to success for this group. Lexia intervention is in place, and the Lexia Co-ordinator is ensuring children are gaining access to the lessons to ensure maximum progress. More detail of Lexia impact will be available from Sept 2022.

The whole school “5 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 home and are trying to raise parental expectation to support their child’s development as well as supporting with Lexia interventions and reading at school.

Wellcom and Talk Boost as well as strong classroom practice are improving the speech and language of children on entry into the school and the interventions are having good impact and reducing the gaps at an early age.

ELS Phonics Scheme has been introduced at the end of the academic year 21-22 and the impact of this will be seen in Autumn 2022 data drops. Staff have received training and children are accessing the full programme. The new Reading scheme is phonically decodable and the reading books children are accessing are supporting their reading closely.

Key Stage 1 SATs

Reading 33%, Writing 22%, Maths 22% of PP children past

Key Stage 2 SATs

Reading 60%, Writing 55%, Maths 81% GPS 69% of PP children past

Play Therapist – employed to work with 6 children. Impact has been very varied. Improvement and impact have been seen in a reduction of behaviour incidents and red cards with individuals and within the children’s ability to self-regulate and control their emotions.

Attendance- Regular Attendance meetings every two weeks, track all children’s attendance, improvements can be seen by all groups including PP children.

Whole school: 94.8%, PP chn: 93.12%

Externally provided programmes

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

Programme	Provider
Essential Letters and sounds	Oxford Owl
Talk boost speech and language intervention	I can
Wellcom speech and language	Wellcom