

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hale Nursery and Primary Academy
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	107 34%
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	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Freeman Academy Head
Pupil premium lead	Leigh Baldwin Inclusion Lead
Governor / Trustee lead	Rachel Swan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,875
Recovery premium funding allocation this academic year	£ 11,165
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	£112,040

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 disadvantage children's barriers are quickly identified and address 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	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
2	Reduce parental support for children, low parental engagement with school
3	Social and emotional resilience of many pupils affects learning, relationships and wellbeing
4	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	Early identification of children's barriers lead to early intervention and a reduction in gaps forming.
Maximum Progress for our pupils in reading, writing and maths	Ongoing CPD on Quality first teaching. Observations of teaching, Half termly pupil progress meetings Half termly book reviews, Staff Development Meetings Subject leader monitoring
Attendance rate improved closing gap between PP and non-PP	Attendance rate improved closing gap between PP and non-PP. In line with National Expectation of 100% attendance. Reduction in persistent absences (PA). Kite attendance officer and FSW to support disadvantage families with attendance concerns.
Improved Speech and language in Key stage one and EYFS	EYFS lead is trained in Wellcom and will oversee the delivery of this intervention in Nursery and reception. Talk boost intervention is being introduced in to year 1 and two to support those children with communication difficulties- Inclusion lead to
Improved Phonics and spelling skills across the school – reflected in extended written work across the school, including Increased opportunities for extended writing	Internal and external tracking. Tracking the progress in pupil's books Year 1 national phonic assessment to be in line with national. KS1 assessments in line with national Year 3+ to evidence progress against their starting points and internal tracking ensures pupils are attaining in line with national expectations.
Improve the children's resilience and mental well-being to support their engagement with the work	Employ a qualified person to deliver more ELSA hours
Improvement's in Reading- improved engagement and comprehension across the school	Purchase a highly recommended reading package for Key stage 2. Purchase a highly recommended reading support package for children who find reading more difficult. Ensure all staff are trained to implement the package. Ensure the program is used consistently

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: £ 80,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ 2x HLTA staff members with a PP focus to run 1:1 sessions, small group work based on individual assessed need</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	30
<i>Maintain small class sizes across the school to maximise support</i>	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. 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	65

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

Budgeted cost: £ Pooled funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Lexia reading intervention</i>	There are some indications that approaches involving digital technology can 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	50
<i>1:1 tutoring for pupils across the school</i>	One to one tuition 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.	20

<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	80
<i>Improved Reading scheme for all children</i>	Quality of the books children engage with will have a positive impact on engagement with reading	300
<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	20
<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	20

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

Budgeted cost: £ 20,000

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	16
<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.	10
<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.	20

Total budgeted cost: £112,040

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 2020 to 2021 academic year.

Lexia intervention purchased to support reading- staff trained so that a quick start could be made for 2021-22 to ensure maximum progress. Impact on data is yet to be seen, but the analysis and break down of the children's reading skills is

Play therapist – employed to work with 6 children. Impact has been very varied, improvement and impact has been seen in a reduction of behaviour incidents and red cards within individuals.

ELSA provision increased to 2 members of staff for 2 half days

ELSA resources

Online reading scheme purchased to ensure reading could continue during the pandemic and children could have an alternative way to engage with reading.

Catch up interventions phonics

Teachers interventions

Year 6 boosters children

1 child made Harry +11 progress points

1 child started year 6 as 6E10 and ended 6S20 +10 progress points

1 child started Year6 as 5D15 and ended 6S23 progress points

1 child started 6D9 and ended 6S23 +14 progress points

1 child started started Year 6D11 and ended 6S26 +15 progress points

Middle prior attainers made more than the average progress for MPA which was +11.2

Low prior attainers made more progress than the average progress for LPA which was +7

Externally provided programmes

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

Programme	Provider
On- line reading programme	Rising stars
Talk boost speech and language intervention	I can

