

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 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 |

