

# 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	Hatch Beauchamp Primary School
Number of pupils in school	31
Proportion (%) of pupil premium eligible pupils	24% (8)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21 - 24 Current year 22/23
Date this statement was published	October 21
Date on which it will be reviewed	November 22
Statement authorised by	Teaching and Learning Committee
Pupil premium lead	J Crocker
Governor / Trustee lead	Neil Aries / Tom Deakin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9776
Recovery premium funding allocation this academic year	£2000
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	£11776

# Part A: Pupil premium strategy plan

## Statement of intent

*Our strategy is intended to:*

- *be ambitious in closing the gap or significantly narrowing the gap between disadvantaged pupils and others;*
- *increase parental engagement and contribution in and to their children's learning, particularly in reading through our reading research project.*
- *support children and their families, where past and present trauma is impacting on their SEMH, enabling them to be resilient and adopt a positive approach to behaviour for learning;*
- *secure high rates of attendance and punctuality;*
- *continue to raise the level of expertise in successfully closing the gap for our most disadvantaged pupils across all members of the school staff*

*Our strategy relies upon:*

- *high quality teaching and learning from Nursery to Y6;*
- *relentless focus on the small steps in each child's learning using the PiXL PLCs to assess and monitor progress in developing the mastery and fluency within Reading, Writing and Maths;*
- *extensive knowledge of the children's needs and their family contexts;*
- *active engagement with parents to access support from statutory and voluntary sector support.*

*Our strategy is underpinned by:*

- *the Redstart Partnership Trust's vision for every child is to leave primary education able to read and have a love of learning*
- *the Trust's values of of Courage, Compassion, Collaborative Service and Excellence;*

- *an inclusive approach which provides access to the breadth and richness of the curriculum for every child*
- *access to CPD for all staff to enable them to be the best they can possibly be everyday, in every lesson, in and out of the classroom.*

## Challenges

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

Challenge number	Detail of challenge
1	Covid and disruptive schooling last year has led to gaps in children's education. These are particularly in the core areas of maths, English, phonics and Oracy but also in their general stamina and resilience.
2	As a result of the above the school needs to ensure that staff use evidence-based whole class teaching interventions consistently. (Pixl)
3	Attendance is an issue. Last year despite it being a full academic year the school had to manage high levels of absence from both pupils and staff due to Covid and other seasonal illnesses. Attendance is increasing but is not yet back to pre-covid levels.
4	Post Covid has seen a rise in the number of children with greater SEMH needs. There is also an increase in the number of children who have experienced ACEs.

## 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
Attainment gap between PPG children and others is closed or significantly narrowed	Children are close to or at national average at end of key stage
Increased engagement with the curriculum and greater aspirations	Increase in motivation, recall of significant learning and progress of key skills across the curriculum.
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.	Those pupils who have 'fallen behind' are supported and tracked closely in fortnightly Core group meetings and PPMS to ensure they make accelerated progress and 'catch up' or exceed prior attainment standards. Children who need to make accelerated

	progress, receive targeted high-quality intervention which is monitored by school leaders.
SEMH need and/ or those who have experienced Trauma within PP families	PP families and pupils feel supported and actively seek the support of the school to support them in times of need PP pupils feel safe and secure at school, have strategies to support their SEMH and can share how they are supported in school. As a result, PP children are actively engaged in learning which is reflected in pupil voice, learning walks, book looks, attendance and progress measures.

## 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: £ 1215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA training from psychology services</i>	<b>Social and emotional learning</b> Moderate impact for very low cost  <b>Impact (months)+4</b>	3,4
<i>RWI training for new staff</i>		1

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

Budgeted cost: £ 8961

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Addition of 1:1 support and resources /tutoring</i></p>	<p>High impact for moderate cost based on moderate evidence</p> <p><b>Implementation cost</b> <b>Evidence strength</b> <b>Impact (months)</b> <b>+5</b></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 (EEF)</p>	<p>1, 2, 3, 4</p>
<p><i>Metacognition for self regulation</i> <i>Teaching staff receive professional development on Metacognition</i></p>	<p><i>EEF: Metacognition for self regulation - low cost 7+ improvement</i></p>	<p>1,2,4</p>
<p><i>1:1 / Small group feedback</i></p>	<p>Research on the effectiveness of 1:1 or small group feedback. High impact - Low cost - 6+ (EEF)</p>	<p>1,2,4</p>

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

Budgeted cost: £ 1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional support for enrichment in the wider curriculum.</i></p>	<p><b>Collaborative learning approaches</b> High impact for very low cost based on Extra-curricular or cultural trips can be subject to financial barriers for pupils from deprived backgrounds. Relieving the financial burden allows for equality - every child matters.</p>	<p>1,2,4</p>

**Total budgeted cost: £ 11776**

## 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.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

*Attendance and progress were generally in line with peers.*

*ELSA 1:1 support with targeted children*

*All children attended the residential and trips through the year to increase culture capital and enhance well being*

Oracy and vocabulary rich guided reading both resulted in increased knowledge and understanding of tier 2 and 3 vocabulary with impact seen in both spoken and written work.

The children have had greater access to additional staff support where required, leading to increased confidence and swift resolution of misconceptions.

Additional chrome books to support in class were purchased and are accessible in all lessons, which has led to greater engagement in all areas of the curriculum.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*