

# Hesleden Primary School - Pupil premium strategy statement

## [Aut 2021]



This statement details our school's use of pupil premium funding (and recovery premium for the 2021-22 academic year) 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
Number of pupils in school	111 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	26% (excl. Nursery)
Academic year that our current pupil premium strategy plan covers	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C&S committee
Pupil premium lead	Dawn Dunn
Governor lead	Stacey Deinali

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,280
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£35,760</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Hesleden Primary we will provide a broad and balanced, engaging curriculum, which is relevant to our children's needs. We will teach and promote basic skills from the very beginning, and will support children to do the best they can.

We will endeavour to use high quality resources and provide first hand experiences and opportunities throughout their time with us.

We will use gem powers and 4Bs to support learning behaviours. Pupil voice for all, children's rights and emotional well-being will focus on developing children's resilience, independence, confidence and collaboration skills.

Through this strategy, barriers to engagement and inequality should be removed and children should benefit to succeed.

### Challenges

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

	Detail of challenge
1	Many children join the school with speech, language and communication skills which are well below expected levels for their age
2	Literacy and maths skills are poor on entry and children's resilience (including stamina) requires improvement
3	Children's social skills are poor due to limited quality interactions prior to attending school and for those affected by school closures during 2019-20 & 2020-21
4	The opportunities for enriching experiences are limited
5	Some children are persistently late for school, missing out on vital settling in routines or daily introductions. Transport links are difficult for some families.

### 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
To improve the consistency in % of children achieving the expected standard in all subjects; particularly in KS2 reading & GPS (& RWM combined)	PP group proportion to achieve the expected standard to improve to National Disadvantaged levels
Children will make good progress in phonics	
To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning	In EY, NELI programme introduced; observations of social opportunities across the school will be observed
To increase confidence, self-esteem and resilience through pupil group, behaviour and leadership opportunities	Reintroduction of PV groups – all children to access – observations of positive attitudes and engagement

## 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: £20,000

Activity	Evidence that supports this approach	Challenge addressed
Introduce and implement Nuffield Early Language Intervention with EYFS identified children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://www.teachneli.org/what-is-neli/evidence-and-programme-development/">https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</a>	1
Maintain experienced staffing in KS1 to improve phonics attainment	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2
TA support in KS2 to support focussed group work in class and intervention where possible	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2

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

Budgeted cost: £8,150

Activity	Evidence that supports this approach	Challenge addressed
Targeted intervention to improve SALT/ Communication skills; particularly where these impact on learning; includes Lexia program	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf">https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf</a>	1, 2
Provide social skills support to specific children to enable them to contribute fully and engage in their learning: <ul style="list-style-type: none"> <li>• Getting Along</li> <li>• Communicating with Children</li> </ul> Work with Piece of Mind team	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3, 4
In the moment RWI & KS2 reading / comprehension / maths support for pre-teaching or to fill gaps in learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 2
<i>Teacher</i> intervention to identified needs on an ongoing basis.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1, 2, 3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge addressed
Subsidising of trips; visitors; extra-curricular opportunities (i.e. music tuition); school milk & FSM contribution	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 4, 5
Pupil voice/RR activities and events led by children to develop communication skills and independent problem-solving activities.	<a href="https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/">https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/</a>	1, 3, 4
Staff training (teachers and support staff) to support disadvantaged and vulnerable children (incl. Mental Health)	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712 - PD Expert Group Guidance.pdf</a>	1, 2, 3

**Total budgeted cost: £36,150**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

School closures were detrimental to many disadvantaged pupils; individuals were identified as not engaging and invited in to school, however, they were not all able to benefit from our PPG planned teaching and targeted interventions to the degree we had intended.

Well-being and resilience are showing to be more affected in Autumn 2021 than following previous closures. This will continue to be an area for support in the strategy.

### 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