

Pupil premium strategy statement – Hoole CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rosalind Flanders
Pupil premium lead	Clare Watling
Governor / Trustee lead	Jolene Weaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,105
Recovery premium funding allocation this academic year	£12,325
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£133,430

Part A: Pupil premium strategy plan

Statement of intent

In line with the Church of England vision for education, our aim for all children, including children who are disadvantaged is that they can experience life in all its fullness. Our intention is that all children are enabled to 'let their light shine' through exposure to a rich and broad curriculum. We want all pupils to achieve the highest academic standards that they can in all areas of the curriculum and want to ensure that any barriers that hinder this are overcome as quickly and as fully as possible. The focus of our pupil premium strategy is to support disadvantaged children achieve this through a clear identification of primary barriers and targeted support to overcome these. As a school, we are committed to access and ambition – overcoming barriers children have in accessing the curriculum and ensuring that we provide an ambitious curriculum for all children. High quality teaching is our primary strategy as we know this is the most important strategy in overcoming the gap between disadvantaged children and their non-disadvantaged peers but we recognise too that targeted academic support may be needed also to address specific gaps or to accelerate progress for some disadvantaged children. This has become more evident because of the coronavirus pandemic which has led to school closures in recent years. It is recognised that disadvantaged children were impacted most by the partial school closures caused by the pandemic. We also recognise that for many disadvantaged children there are other barriers to accessing learning such as attendance and mental health and wellbeing, which need addressing to enable more successful engagement with academic learning. Our approach is based on diagnostic assessment of needs and evidenced based research. We recognise the need to act early and decisively to help minimise the impact of disadvantage, Robust monitoring is undertaken by class teachers and senior leaders to ensure we have a flexible and responsive process.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children start school with lower attainment and more gaps in learning than their non-disadvantaged peers resulting in a smaller proportion of disadvantaged children attaining the Early Learning Goals
2	Attainment in reading, writing and maths is lower for disadvantaged children than their non-disadvantaged peers in all year groups. Whilst

	disadvantaged pupils on the whole make the same or better progress than non-disadvantaged peers, the gap between them has not closed.																												
	<table border="1"> <thead> <tr> <th>Year</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>2</td> <td>38%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>3</td> <td>22%</td> <td>22%</td> <td>55%</td> </tr> <tr> <td>4</td> <td>50%</td> <td>31%</td> <td>37%</td> </tr> <tr> <td>5</td> <td>50%</td> <td>19%</td> <td>56%</td> </tr> <tr> <td>6</td> <td>62%</td> <td>62%</td> <td>62%</td> </tr> </tbody> </table>	Year	Reading	Writing	Maths	1	50%	40%	40%	2	38%	38%	38%	3	22%	22%	55%	4	50%	31%	37%	5	50%	19%	56%	6	62%	62%	62%
Year	Reading	Writing	Maths																										
1	50%	40%	40%																										
2	38%	38%	38%																										
3	22%	22%	55%																										
4	50%	31%	37%																										
5	50%	19%	56%																										
6	62%	62%	62%																										
3	The proportion of our disadvantaged children passing the Year 1 Phonics Screening is below that of national and of their non-disadvantaged peers																												
4	A significant number of our disadvantaged children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress.																												
5	Effects of early childhood trauma, attachment needs and emotional needs on overall attainment and progress on a significant number of our disadvantaged pupils																												
6	All children's social and emotional wellbeing has been impacted by their experiences through the pandemic and as such many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, their self-esteem and engagement in learning. Many of our disadvantaged children have experienced trauma or display attachment difficulties. Many disadvantaged children lack enrichment opportunities																												
7	Attendance of our disadvantaged children is below that of their non-disadvantaged peers. In 2021-2022, attendance for disadvantaged children was 93.22% compared with 96.64% for non-disadvantaged children.																												

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
Increased proportion of disadvantaged children In EYFS to attain Early Learning Goals in reading, writing and maths	Attainment of children in reading, writing and maths will be closer to that of their non-disadvantaged peers. This will be measured using external data for EYFS and monitored termly via internal tracking.
Increased proportion of disadvantaged children to be working at the expected standard in all year groups in reading	Attainment of children in reading will be closer to that of their non-disadvantaged peers. This will be measured and monitored

	termly. Progress for children with SEND will be monitored via their SEND profile
Increased proportion of disadvantaged children to be working at the expected standard in all year groups in writing	Attainment of children in writing will be closer to that of their non-disadvantaged peers. This will be measured and monitored termly. Progress for children with SEND will be monitored via their SEND profile
Increased proportion of disadvantaged children to be working at the expected standard in all year groups in maths	Attainment of children in maths will be closer to that of their non-disadvantaged peers. This will be measured and monitored termly. Progress for children with SEND will be monitored via their SEND profile
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Robust systems are in place to identify and support children who have experienced trauma and monitored through supervision process as well as through pupil voice and teacher observations. Support is given to raise self-esteem and support children in managing their emotions. Sustained high levels of wellbeing from 2022-25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in enrichment activities e.g. clubs, visits, particularly among disadvantaged pupils.
Attendance for our disadvantaged children to be in line with national and non-disadvantaged peers in school	Individual disadvantaged pupils having an attendance of 96% or above Lateness for disadvantaged pupils minimised through effective tracking and parental engagement. This will be tracked via school absence reporting procedures.
Children identified as having SEND to fulfil their potential through accessing appropriate specialist support	Children with Speech and Language difficulties or with dyslexic traits to access specialist support and achieve their targets as demonstrated on their pupil profiles.

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: £18,267

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Little Wandle phonics to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (particularly for disadvantaged pupils):</p> <p>Embedding Little Wandle involves</p> <ul style="list-style-type: none"> • Using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence • Carefully monitoring progress to ensure that phonics programmes are responsive and provide extra support where necessary • Carefully consider any adaptations to systematic programmes that might reduce impact. <p>Phonics</p>	1, 2, 3
Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma	<p>In order to feel ready to learn, children need to feel safe and have positive attachments with people. All staff to be trained in attachment theory and how to support all children affected</p> <p>Social and emotional learning</p>	5
Ongoing CPD to support a mastery approach to teaching mathematics	<p>Evidence shows that this method for teaching maths helps ensure more children achieve the objectives</p> <p>Mastery learning</p>	1, 2, 3

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

Budgeted cost: £55,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teach sessions with teachers / teaching assistants to support Mastery approach to learning	Small group interventions Extending school day through early bird interventions before start of registration Extending school day	1, 2, 3
Small group interventions to target specific gaps in children's learning	Some of our children have gaps in their earlier learning which impacts their ability to grasp new learning quickly. Small group work with a teacher or trained TA is proven to help close these gaps. Small group tuition	1, 2, 3
Specialist SEND teaching Use of qualified SEND support teachers on site to deliver interventions in school	Qualified dyslexia tuition and speech and language specialists working with children Speech and language interventions One to one tuition	4

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

Budgeted cost: £59,724

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and Learning Mentor to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement patterns and those children.	A number of our disadvantaged children have displayed challenging patterns of behaviour and struggle to maintain good behaviour during unstructured periods, such as lunchtime. Through the provision of Lunch Club, these children are supported to build positive relationships, talk through problems and play structured games with adults and one another Behaviour interventions	5
Improve attendance of children through robust tracking processes and systems to engage	The DfE guidance has been informed by engagement with schools that have	7

parents when attendance is below 96%	significantly reduced levels of absence and persistent absence. Improving school attendance	
Deliver interventions to boost emotional wellbeing, support children in processing emotions that a causing them to have barriers to learning	Social and emotional learning ELSA sessions use practices that are approved by the Educational Psychology Team. We also use approved interventions to support children who have experienced difficulties with attachment	5, 6
Build cultural capital to address children's gaps in experiences through experiences such as trips and partners	Evidence shows that positive wellbeing and participation will ensure understanding and learning is meaningful with key life skills explored within the local community.	5, 6

Total budgeted cost: £133,430

Part B: Review of the previous academic year

See separate report on website