



Pupil Premium Strategy Statement

Hindley Green Community Primary School

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 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
School name	Hindley Green Community Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Tim Mooney
Pupil premium lead	Tim Mooney
Director / Trustee lead	Janet Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,720
Recovery premium funding allocation this academic year	£ 11,600
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	£111,320

Part A: Pupil Premium Strategy Plan

Statement of intent

When making decisions about the use of Pupil Premium funding, it is important to consider the context of our school and the challenges we are currently facing. Research conducted by EEF should be used to support decisions around the strategies used within school and their value for money.

Common barriers to learning for our disadvantaged children range from weak communication and language skills, lack of social and emotional skills, poor mental health and behavioural difficulties, and a range of issues happening outside of school where there is less support at home. These challenges raise additional barriers that prevent the children from achieving their true potential, in line with their peers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged learners, no matter what their background or challenges.
- For all disadvantaged children to achieve in line or above the national expected standards of attainment and progress
- To support children's mental health and well-being, enabling them to access their learning and achieve their full potential.

We aim to do this through:

- Ensuring high quality first teaching and learning opportunities meets the needs of all of the learners, specifically where the disadvantaged learners need the greatest amount of support. This is proven to have the greatest impact on the children's outcomes and closing the disadvantaged gap. This will also benefit the non-disadvantaged learners in our school.
- Ensuring the learners are aware of their strengths, areas that they need to improve on and also the resources available to them, including through the use of digital technology, to enable them to focus on their specific developmental and educational needs for improvement.
- Ensuring the focus on the needs of each individual pupil, funding can be allocated accordingly and planned support can be directed to meet these needs.
- Ensuring that the whole child is holistically equipped to succeed, not only educationally, but also through the development of the whole child.

Achieving these objectives will be through:

- Ensuring all teaching is at least good, impacting on the learners experiences in class.
- Using staff to support pupils who are off track, specifically in Upper Key Stage 2, impacting on outcomes.
- Allocating teaching assistant support for providing small group work focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided.
- Supporting children's mental health and wellbeing through pastoral support including nurture, sensory and forest schools.
- Supporting payments for activities to enable all children to experience first hand alongside their peers, to use and impact on learning.

- Provide opportunities for the children to participate in additional curriculum activities alongside their peers.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Poor early reading and phonic skills of children entering school and comprehension across the learning.
2	Narrowing the attainment gap for disadvantaged learners across school in reading, writing and maths due to high numbers of pupil premium funding with additional needs.
3	Poor communication and language and understanding skills on entry into our Early Years, resulting in children entering developmentally lower than their peers
4	Poor parental engagement at home due to lack of consistency, parenting knowledge skills and understanding about their child's learning.
5	Significant pastoral needs of the children in supporting their mental health and well being to remove barriers enabling them to access learning.

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
Early Years	Achieve in line with national expectations and their peers at the expected level of development.
Phonics	Achieve in line with national and their peers in the phonics screening check.
Reading	Achieve in line with their peers and at the national expected standard.
Writing	Achieve in line with their peers and at the national expected standard.
Maths	Achieve in line with their peers and at the national expected standard.
Attendance	Attendance is 97%
Pastoral	Barriers to learning removed through nurture enabling children to access their learning.

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: £47,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff have received training to deliver our phonics scheme effectively and streaming for phonics across EY/KS1	EEF +5 Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Implementing the use of Essential Letters and Sounds	1, 2
UKS2 Additional Teacher for core learning	EEF +3 As the size of the groupings gets smaller, it is suggested that the range of approaches and the amount of time with each student will receive increases. Forensically analysing data to group children academically to deliver learning will improve outcomes for the children.	3, 4, 5
Use of GOAL time and coaching to enhance Quality First Teaching/Feedback in children achieving their areas for development through student agency	EEF +6 Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an	1, 2, 3, 4, 5

	<p>outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>EEF +7</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistency of the Nuffield Early Language Intervention programme to identified pupils in Reception</p> <p>Use of WELCOMM in Nursery through intervention and Key Worker time</p>	<p>EEF +6</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	1, 2, 3
<p>Establish small group reading, language, writing and maths interventions for pupils below age related expectations</p> <p><i>Ensure that children's gaps in knowledge are at core of intervention coverage.</i></p> <p>Deployment of teaching assistants to support quality first teaching</p>	<p>EEF +6</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	1, 2, 3

<p>during morning sessions with specific children to be targeted to bring them back on track/close gaps in learning.</p> <p>Use of the Academic Mentor to drive standards of disadvantaged children</p>	<p>Opportunities to ensure direct quality first teaching of the types of questions when answering comprehension style questions.</p> <p>Use of DIAL/Vipers</p> <p>EEF +2</p> <p>Children working with academic mentor in 1:1 or in small groups (maximum of three children) to address gaps in learning closing the gaps in knowledge.</p>	
<p>Purchase digital technology:</p> <p>1:1 iPad for children from Y1 to Y6</p> <p>Century</p> <p>Showbie</p> <p>Bug Club</p> <p>Spelling Shed</p> <p>TT Rockstars</p> <p>Letter Join</p>	<p>EEF:</p> <p>Technology has transformed how we do things, from communication with friends and family to learning about the world around us. The pupils we teach do not know a life without it. The opportunities it offers us to improve education are truly exciting. The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people.</p>	1, 2, 3

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

Budgeted cost: £22,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Coordinator to support pupils families on attendance and wellbeing strategies</p>	<p>EEF +4</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	4, 5
<p>Parental Engagement Events: Showcase of learning, community events, family learning events, parent workshops</p>	<p>EEF +5</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic</p>	1, 2, 3, 4, 5

<p>on supporting children at home)</p>	<p>progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading</p>	
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Total budgeted cost: £130,615

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.

Test	School	National
Pupils achieving the expected standard in reading	72%	74%
Pupils achieving high level of attainment in reading	17%	%
Pupils achieving the expected standard in writing	77%	71%
Pupils achieving high level of attainment in writing	3%	%
Pupils achieving the expected standard in grammar, punctuation and spelling	72%	72%
Pupils achieving high level of attainment in grammar, punctuation and spelling	20%	%
Pupils achieving the expected standard in mathematics	70%	69%
Pupils achieving a high level of attainment in mathematics	12%	%

Pupil Premium children achieved the following Reading 57%, Writing 64% and Mathematics 43%

Children completed assessments in September 2021, December 2021 and June 2022.

In parallel to this, ongoing daily formative assessments continued within in-school education and remote education.

Termly Pupil Progress meetings were held to discuss attainment and progress and ensure High Quality First Teaching and interventions close the gap in learning.

This Pupil Premium funding plan takes into account all of the above and any findings.

Externally provided programmes

Programme	Provider
Century AI (Maths, Reading, SPAG. Science)	Century
Bug Club	Pearson
TTRS	Maths Circle
Spelling Shed	EdShed

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1:1 iPad device, Software programmes; Century, Bug Club, 1:6 interventions for reading, writing and maths.
What was the impact of that spending on service pupil premium eligible pupils?	Children are at least in line with their peers for attainment in Reading, Writing and Maths.

Further information (optional)

Our student agency approach to learning focus around the student. Ensuring the child is at the centre, and has knowledge of their strengths, areas for improvement and resources that are available to them, enables them to become resilient, self-regulated and motivated learners. The impact of this, alongside coaching sessions, has enabled our learners to set and achieve goals, specifically focused around improvements in their learning. Opportunity is provided to enable the children, through GOAL time, to revisit and consolidate learning, apply learning in different contexts, driving quality and improvements in learning. The 1:1 iPad devices are used to support the gathering of evidence to ensure goals are met, and also through the use of Century, the children can work through their own learning individualised pathway, as well as approach specific learning through planned nuggets, reinforcing learning from the classroom.