



# Hindley Green

Community Primary School

## Pupil Premium Strategy Statement



**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**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tim Mooney
Pupil premium lead	Jen Hunter
Governor / Trustee lead	Lillian Worthington

**Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£107,670.00
Recovery premium funding allocation this academic year	£11,745.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£119,415.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

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 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 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 in all year groups.
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	Drive more parental engagement at home to support the children's learning and development at home.
4	Significant pastoral needs of the children in supporting their mental health and well-being to remove barriers enabling them to access learning.
5	High levels of social care involvement with pupil premium 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
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 of KS2.
Writing	Achieve in line with their peers and at the national expected standard of KS2.
Maths	Achieve in line with their peers and at the national expected standard of KS2.
Attendance	Attendance is at least 97% and above the national average.
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: £37,611.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff have received training to deliver our phonics scheme effectively and streaming for phonics across EY/KS1</p>	<p>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</p>	<p>1, 2</p>
<p>Use of support staff for core learning opportunities in Y5 and Y6.</p>	<p>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.</p>	<p>2, 3</p>
<p>Whole school CPD on the CUSP curriculum to enhance Quality First Teaching</p>	<p>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 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</p>	<p>1, 2, 4, 5</p>

	<p>them as individuals (which tends to be the least effective).</p> <p>EEF +4</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored, particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum will be more effective</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £38,295.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistency of the Nuffield Early Language Intervention programme to identified pupils in</p> <p><b>Reception</b></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 during morning sessions with specific children to be targeted</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> <p>Opportunities to ensure direct quality first teaching of the types of questions</p>	1, 2, 3

to bring them back on track/close gaps in learning.	when answering comprehension style questions. Use of DIAL/Vipers  EEF +2 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.	
Purchase digital technology: 1:1 iPad for children from Y1 to Y6 Century Showbie Bug Club TT Rockstars	EEF: 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. Support for delivering learning at home with parents and children using technology.	1, 2, 3

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

Budgeted cost: £55,836.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Coordinator to support pupils' families on attendance and wellbeing strategies	EEF +4 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.	4, 5
Parental Engagement Events: Showcase of learning, community events, family learning events, parent	EEF +5 Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less	1, 2, 3, 4, 5

workshops on supporting children at home)	academic 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	
Trip subsidy PP children have access to subsidies to ensure they can take part in residential, trips swimming and music lessons	Ensuring opportunities are available for all children	2, 7

**Total budgeted cost: £131,743.74**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

KS2 Outcomes 2023		
Test	School	National
Pupils achieving the expected standard in reading	50%	73%
Pupils achieving high level of attainment in reading	17%	29%
Pupils achieving the expected standard in writing	67%	71%
Pupils achieving high level of attainment in writing	2%	13%
Pupils achieving the expected standard in grammar, punctuation and spelling	68%	72%
Pupils achieving high level of attainment in grammar, punctuation and spelling	15%	30%
Pupils achieving the expected standard in mathematics	65%	73%
Pupils achieving a high level of attainment in mathematics	10%	24%

*Pupil Premium children achieved the following Reading 23%, Writing 46% and Mathematics 38%*

Children completed assessments in September 2022, December 2022, February 2023, April 2023 and May 2023.

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 considers all of the above and any findings.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
1:1 iPad device, Software programmes; Century, Bug Club, 1:6 interventions for reading, writing and maths.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Children are at least in line with their peers for attainment in Reading, Writing and Maths.

### Further information (optional)

By 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, has enabled our learners to set and achieve goals, specifically focused on improvements in their learning. Opportunity is provided to enable the children, to revisit and consolidate learning, apply learning in different contexts, driving quality and improvements in learning, specifically through follow up at home. The 1:1 devices (ipad) are used to support the gathering of evidence to ensure children have opportunity to revisit learning through the use of Century, and the children can also work through their own learning individualised pathway, as well as approach specific learning through planned nuggets, reinforcing learning from the classroom.