

# Pupil premium strategy statement – Hook 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	205
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022 December 2023
Statement authorised by	Caroline Ainley
Pupil premium lead	Caroline Ainley
Governor / Trustee lead	Pamela Bell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,465
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year</b>  <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>	£40,465

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Hook Primary School is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils the school has legitimately identified as being socially disadvantaged

Through our principles:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
  - In making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
  - We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
    - Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals, and in doing so give the best possible chance of achieving national expectations.
    - We understand the importance of knowing the context and experiences of our families and how this can impact life for our children.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments of children on entry and in school tracking show that progress in reading for disadvantaged children is generally more delayed than that of non-disadvantaged. Children in the disadvantaged group generally need intervention in reading through Key Stage 1 and 2.
2	Through multiagency work and close working relationships with our families, we learn that children whose learning behaviours are a barrier to learning have in many cases suffered early trauma and/or have

	anxieties of worries that impact their capacity to make the expected progress.
3	Our curriculum model understands the importance of experience and hands on learning. Educational visits are a vital part of this learning model. Increasingly we are finding it challenging to fund these with growing costs from venues and transport and more families who find it difficult to contribute to the costs of visits.
4	Observations from teachers provide evidence that children from disadvantaged families have less knowledge and understanding of local and global news. The lack of wider contextual knowledge can have an impact on how children access activities across the curriculum.
5	Attendance is a challenge for 20% of our children pupil premium eligibility with their attendance falling below 90%.
6	Identified gaps in knowledge caused from the disruption of the pandemic.

## 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
<i>Improved early reading skills for disadvantaged children</i>	Improved reading outcomes for disadvantaged children. Regular assessments in early reading to support early intervention and prevent the growth of the learning gap. Improved reading skills to positively impact learning across the curriculum.
<i>Create an environment for children which used trauma informed approaches</i>	For education staff to hold a knowledge base and range of strategies to support children who have suffered from trauma. Identified children to have behaviour plans which supports progress towards improved learning outcomes across the curriculum.
<i>Provide children with hands on experiences which creates motivation for learning.</i>	Visits to play an active part in the curriculum and provide children with learning experiences that support further learning. Work produced shows knowledge gained from visits has supported future learning. Children can talk about the visits and the learning gained from the visits.
<i>Extend range of global and national knowledge to improve cultural capital for all children.</i>	For children to be able to talk and discuss a range of global and local issues. Children to use this knowledge to support their understanding across the curriculum. That this is evident in their work and verbal discussions.

Improved attendance for children with pupil premium eligibility	Research clearly shows that children with good attendance are more likely to achieve academic success. Therefore, high importance will be placed on assisting families to improve attendance over the academic year.
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## 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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Contributions for School Visits</i>	The benefits of educational visits are so far reaching, it is difficult to find research based evidence to support their need. However, years of experience has shown that educational visits can support children in the following ways: reinforce classroom learning, increase motivation and engagement, improve understand through practical learning, supports pupil with SEND through engaging real-life experiences, improving cultural capital through engaging with new environments.	3
<i>Home Reading Books</i>	A consistent approach to phonics teaching is nationally recognised as the most effective way to support children in learning to read. The DFE recognise that the use of a validated programme supports consistency in the use of language, content, terminology and assessment. All of this supports greater progress in using phonics to support children in learning to decode. The chosen scheme also supports children in learning to read with fluency and understanding. <a href="#">EEF Phonics Teaching</a> We know from our feedback from families, that they are finding it difficult to engage with the ebooks that support the Little Wandle scheme and would much prefer hard copies of the books they are reading in	1

	<p>school to celebrate with the children at home. To fully complement our commitment to the scheme, we believe that having hard copies of the books for the children to take home will improve engagement with families.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Childrens-Learning-EEF">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase NFER tests to allow for diagnostic termly assessments for Reading, Spelling Punctuation and Grammar and Maths.</i>	Standardised testing can give insights into how children can interpret, retain and use previously gained knowledge. It will show gaps that need to be addressed and support the need for further intervention.	1
<i>One-to-one support for named child to support with specific needs</i>	Targeted interventions for children with specific needs are a proven way to support progress across the curriculum and with engagement in lessons through targeted behaviour support. <a href="#">Behaviour Intervention EEF</a>	1,2,3,4
<i>Increased staffing to support interventions for phonics</i>	The Little Wandle programme advocates early intervention for children needing additional support to learn phonics. This requires regular small group or individual interventions in addition to the usual phonics sessions. The OFSTED and Little Wandle guidance states that this early intervention and regular intervention has a marked impact on the learning of phonics.	1
<i>Increased staffing to support with catch up interventions</i>	Use of the NFER tests and teacher assessment, has highlighted gaps in some pupils knowledge which is not being filled by teacher adjustments alone. Using this knowledge, children will have direct small group and sometimes individual teaching to	6

	address these personal gaps that are likely to hold up further progress.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Create a comprehensive Mental Health and Well-Being Strategy to benefit the whole school community using advice and recommendations of specialists.</i>	Based on our work last year on Trauma informed approaches in schools, the next stage of producing a well being strategy for all of the school community will provide a robust approach of support for our families and colleagues. The importance of a good understanding of metal health and well being has been recognised by the DFE and is the backbone to ensuring good foundations for learning. Working with professionals that have experience of developing structures in school are a way to get more rapid impact.	2
<i>Additional hours to provide extra pastoral and family support</i>	Supporting families within our setting has shown to improve attendance and well being for our children. Using years of internal tracking and honest and supportive relationships with our families, we have been able to identify that children who have had difficult family circumstances do not make expected or better progress. Our families who have received support, have acknowledged the improvement in well-being with teachers noticing an improvement in engagement.	1, 2
<i>Cycle Training Pedestrian Training Scooter training</i>	The re-introduction of the training which ensures the safety of our children when out of school, encourages independence and responsibility.	3,5
<i>Training on ways to improve attendance</i>	Good attendance is proven to be an important factor in the progress children make. With an increasing number of our families having less than 90% attendance, this is something we have identified as an important barrier to address. Using reports of what works well, we will create a strategy to best support our families.	5

**Total budgeted cost: £47,660**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The training and resourcing of the Little Wandle Letters and Sounds Scheme for the teaching of synthetic, systematic phonics has been successful. The scheme is now fully in place and is being used by all children needing phonics teaching in from Reception to Year 6. This has improved reading for disadvantaged pupils. With 75% of disadvantaged pupils meeting the expected standard in the phonics screening check. Regular assessment periods mean we are continuing to see good progress as the pupils move through the programme and we are able to pick up children that need additional intervention quickly.

The model for reading groups suggested by the Little Wandle programme, has been hugely successful and has had the additional gain of increasing the love of reading. Our children are enjoying discussing the texts with their groups and adults. We now have physical books for the children to continue the success of this discussion, at home with their families. The ebooks were not popular with families and we could see that many families were not engaging with the online resource. Our families told us they would prefer physical books.

The pupil premium has allowed school to subsidise school visits, this has included residential. We are proud of the experiences the disadvantaged children have been able to partake in as a result of this extra funding. We will continue to evaluate the purpose and learning outcomes for school visits as the costs continue to rise. Only experiences that we consider high value in terms of what they can offer for children's development will be considered.

Our use of the NFER testing suite has continued to develop over this academic year. We are now using the Question Level Analysis tool to support a deeper understanding of gaps for individuals and also groups of children. This has been hugely beneficial in focusing learning for all. The online hub has allowed us to closely track individual pupils and now, with a set of statutory assessments to compare against a full year of testing, we are able to see the reliability of the data the suite provides for our pupils. This year, we hope to explore the diagnostic features of the assessment tools to allow us to further focus support for individuals. Internal tracking of data shows that all pupils are showing good progress since we began using this tool. Although this cannot be attributed directly to the use of the assessments, they have certainly supported the teacher's formative assessment process throughout the year.

The requirement for additional pastoral and well-being support for our pupils and families has continued to increase this year. This has supported our ability to support pupils whose pastoral needs can be a barrier to their learning and development. The



feedback from families and teachers is unanimously positive and this has become an essential part of our offer for families.

## 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