

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hampton Lucy C of E Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	29.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Margaret Lunnon
Pupil premium lead	Margaret Lunnon
Governor / lead	Neil Thomas Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,900
Recovery premium funding allocation this academic year	£ 2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 30,800

Part A: Pupil premium strategy plan

Statement of intent

Our objectives:

The main purpose of Pupil Premium funding is to ensure that all pupils, irrespective of the challenges they may face socially, emotionally, or academically, are experiencing the best standard of universal provision through quality first teaching. We aim to ensure our disadvantaged children make good progress and attain across all subject areas by having access to all academic and cultural opportunities provided by our curriculum.

Where we identify children, who do not fall into the category of disadvantaged but we know to have vulnerabilities that impinge on their access to the curriculum and school offer, we will aim to support their needs through PP funding.

We aim to do this:

Quality First Teaching for all pupils.

Continuing Professional Development (CPD) for our staff.

Academic interventions which are carefully planned by teaching staff, to support eligible pupils as we close gaps in their learning; in particular through, small group and 1: 1 tuition.

Catch-up/school-led tutoring allocated to support disadvantaged and children we deem to be vulnerable.

Diagnostic assessments to clarify areas of need and prioritise individuals or groups of children.

Social & emotional well-being support through our Protective Behaviours Curriculum.

Pastoral support and enrichment activities such as: Early Birds and after school club, residential visits, nurture groups, counselling, mentoring, music tuition and church lead activities.

Challenges

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

Challenge number	Detail of challenge
1	A number of our PP children present with special educational needs and require targeted support and individualised learning plans to support access to the curriculum.
2	We have a number of children who we deem to be vulnerable on account of their domestic circumstances which make it difficult for their parents to provide consistent support for learning at home.
3	A number of our families have become eligible for FSM over the past year due to the impact of Covid-19 on their employment status and need support for extra-curricular/enhancement opportunities.

4	Assessments, surveys and family discussions have helped to reveal well-being and social and emotional interruptions following lockdowns which we are supporting through our practice, nurture sessions and counselling.
---	---

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
Vulnerable pupils to make at least expected progress in reading.	The gap between vulnerable children and non-vulnerable children is narrowed.
Vulnerable pupils to make at least expected progress in writing.	The gap between vulnerable children and non-vulnerable children is narrowed.
Vulnerable pupils to make at least expected progress in maths.	The gap between vulnerable children and non-vulnerable children is narrowed.
Social, emotional and mental health outcomes are stabilised and improved leading to positive attitudes and relationships with peers.	Reduced instances of inappropriate verbal and physical interactions at playtime, leading to improved mindset for learning. This will be evidenced in a positive change in behaviour.
All children have the opportunity to fully engage with our complete curriculum offer, which includes experience days, residentials, wraparound care	Broaden the horizons and aspirations of all children by providing experiences that will build their confidence and encourage them to look beyond their lived experience, helping to develop motivation and curiosity for 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: £ 12,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Specialist Teaching Services –CPD for teachers to build support strategies</i></p> <p>£7800</p>	<p>EEF Guide to PP: quality first teaching is the most effective tool supporting an improvement in outcomes for all children with a particularly beneficial effect on disadvantaged and vulnerable children. Through CPD we will update skills and knowledge and improve strategies for differentiation adaptation of learning resources.</p>	1
<p><i>Standardised diagnostic assessments</i></p> <p>£2200</p>	<p>EP: Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. This will support teachers identify specific gaps away from the point of teaching before planning and implementing targeted interventions.</p>	1
<p><i>Phonically de-codable reading texts purchased</i></p> <p>£1000</p>	<p>Early Language: Attainment in reading supports improved life chances and enhanced academic outcomes. Providing decodable texts pitched at their chronological age will motivate and inspire our children to read and improve access to all curriculum areas.</p>	1, 2
<p><i>Purchase of books and materials to support DfE validated Systematic Synthetic Phonics programme to embed improved delivery of phonics teaching</i></p> <p>£600</p>	<p>EEF Toolkit – Phonics: Synthetic phonics approaches have higher impacts, on average, than analytic phonics. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1, 2
<p><i>Communication & Language CPD</i></p> <p>£50</p>	<p>EEF – communication & language Language and communication provide the foundation for thinking and learning and must be prioritised. Professional development of ECT to support best practice in development of early language and communication skills.</p>	1

<i>Invest in resources to create a structured programme for writing that can be adapted to both scaffold and deepen learning opportunities</i> £400	EEF – improving literacy by teaching writing composition strategies through modelling and supported practice Effective writers use a number of strategies to support each component of the writing process.	1
--	--	---

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

Budgeted cost: £16,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide additional phonics sessions for vulnerable and disadvantaged children</i> £1,380	EEF phonics: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 2
<i>Provide targeted interventions to support specific gaps in learning identified through assessment of writing, fine motor skills and maths fluency</i> £13,800	EEF Small group tuition: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, usually in a separate working area. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,
<i>School Led Tutoring</i> <i>We have disadvantaged children in KS1 and KS2 who, following baseline assessments and specialist teacher input we believe will benefit from 1:1 tuition in maths, phonics and writing composition.</i> £ 1,000	EEF 1:1 Tuition: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	1, 2,

<i>Online education program to support progress in maths and literacy skills and enable teachers to use targeted interventions</i>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1,2
--	---	-----

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

Budgeted cost: £2,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health Lead – CPD to enhance the skillset of our school's Mental Health Lead leading to a sustainable and effective whole school approach to support the mental health and well-being of children and staff</i> £300	EEF Well-being & Mental Health: 'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	1, 4
<i>Team Teach Update 12 – key staff training on relationship and behaviour management to enhance how all staff approach children right across the school.</i> £ 1,020	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Interventions can be aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and rough play and banter. De-escalation strategies will support both staff and children to realise the school's ethos and vision.	1,4
<i>Provide opportunities to build children's cultural capital and enhance their whole school learning by funding music provision, sports clubs, experience days and residential trips.</i> £1,255	Research has shown that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	1,2,3,4

Total budgeted cost: £

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.

This is our internal data to show the progress of our children in KS1 and KS2.

KS 1 Data - 7 children

Subject	% of progress made	
	Expected	More than Expected
Reading	71%	29%
Writing	86%	14%
Maths	14%	86%

KS 2 Data - 13 children

Subject	% of progress made	
	Expected	More than Expected
Reading	85%	0%
Writing	76%	15%
Maths	76%	15%

Our Reading and Writing data across KS1 and KS2 indicate that 80% of the PP children made expected progress in their learning. Our Maths data across KS1 and KS2 indicate 55% of the PP children made expected progress and a further 40% made more than expected progress.

KS1 and KS2 Data - 20 children

Subject	% of progress made	
	Expected	More than Expected
Reading	80%	10%
Writing	80%	15%
Maths	55%	40%

We used quality teaching from the teacher and TA in the classroom to support all the children on their return in March. Children received 1:1 and small group interventions when required.

Our investment in the ICT provision in school gave enabled the use of education platforms, Mathletics and Spelling Frame to be accessed to support learning. Two children were supported with access to learning at home with laptops.

All our PP children receive support to access the curriculum when domestic circumstances inhibit support from home. This includes homework clubs in Year 3, 4, 5 and 6. Children in Reception and Year 1 and 2 were supported with phonics and practise.

Our number of children eligible for FSM increased to 26 over the year. Our Year 6 cohort were taken on adventure days, the PP children were supported financially to enable them to experience the activities and challenges.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.