

## 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
Hendal Primary School	158
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	1/10/2021
Date on which it will be reviewed	1/07/2022
Statement authorised by	K Ashton
Pupil premium lead	K Ashton/D Benson
Governor / Trustee lead	A Spiers

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,455
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,870

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that children feel they completely Belong at HENDAL Primary School. We intend that every disadvantaged pupil fulfils their potential in all areas of the curriculum including their personal development. Our teachers are trained to identify the learning and emotional needs of individual pupils and Quality first teaching ensures all children are exposed to high quality vocabulary, teachers expert questioning and class discussion. Targeted interventions are carefully planned into the time table to target key objectives and close gaps in learning. Social interventions are delivered by our Learning Mentor and other trained staff to meet the personal development of all children. Our children are treated as individuals and our school is truly inclusive. (SEND 22%) It is our ultimate ambition that all disadvantaged pupils can achieve at age related expectations and the gap between them and all other children is eradicated.

Our current pupil premium strategy plan works towards achieving this by seeing the child as a whole. Personal, social and emotional development are key to unlocking children's academic success. It is our duty to inspire pupils to learn beyond their experience and to teach them to believe in themselves and know that it is possible to aspire to anything they set their mind to.

The key principles of our strategy plan are to offer children a rich and experiential curriculum that children can build upon through their learning journey making secure links within their experiences and becoming lifelong learners where our school curriculum can be remembered forever and children can achieve their dreams.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oracy in EYFS
2	Social, Emotional and Mental Health difficulties across school
3	Lack of experiences and knowledge and understanding of the world across school
4	Attendance of some specific children

5	Parental understanding of the expectations of the Phonics and Reading curriculum and the value of Reading
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## 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
1. Children will have increased vocabulary and spoken language evident in EYFS assessments. All children make good progress from their CLLD baselines	To close the “word gap” evident in CLLD and GLD results
2. Children can manage their behaviour with increased responsibility. Children can regulate their emotions with increased control. Children can understand and accept consequences with fewer exhibits of unacceptable behaviours. Suspensions are reduced in frequency and number and attendance improves. This will be measured by careful tracking of individual positive achievement records. Our Nurture Room timetable will be monitored through the assessments for specific programmes e.g. Zones of Regulation. Attendance figures and Suspension figures will be regularly scrutinised and interventions will be reflected in these figures.	<p>Pastoral support team is in place to effectively manage all pupils’ needs.</p> <p>Nurture principles are applied across school.</p> <p>Learning mentor and Pupil Support Mentor timetables support learning needs and social and emotional development. All interventions are monitored and reviewed. Emotional Literacy assessments are in place for specific individual children.</p> <p>Personalised approaches to learning and welfare are monitored in Positive achievement books. Attendance figures improve. Suspension figures are reduced.</p> <p>Parent communication is a fundamental principle and an integral part of the day.</p>
3. Children’s speech, reading comprehension, creative writing and problem-solving skills are improved because children have experiences to draw on and link to in their learning. Lessons are sequenced to build on children’s prior learning. Educational visits and practical learning opportunities provide pupils with experiential learning (evidence-based research) This will be measured through monitoring of work outcomes, lesson observations, pupil voice, learning walks and assessments against the National Curriculum.	<p>100% of parents in EYFS have downloaded the 50 Things to do before you’re 5 app and are using the resources.</p> <p>The gap is closed in EYFS and KS1 and KS2 attainment between disadvantaged and national %</p>
<p>4. Attendance will improve in line with National and persistent absenteeism will be reduced in line with National. All attendance will be measured against National expectations.</p> <p>Positive relationships with parents are in place.</p> <p>Clear messages about the negative impact of poor punctuality and attendance are visible across school.</p>	<p>Weekly meetings between Attendance officer and Headteacher promote transparency in attendance figures. There is clear tracking of attendance and a rapid response approach for nonattendance. Consistent and clear communication with all parents is in place. Fast track meetings for persistent absentees and monitoring period of improvement are in place when attendance drops to 92% If escalation is needed then EWO procedures are followed.</p>

<p>All staff are responsible for improving attendance and punctuality.  EWO attends FEET group, parents' evenings and fast track meetings.  Attendance figures are regularly emailed to Governors.  Free Breakfast Club places are available for PA pupils.  92% will be a trigger to speak to parents before attendance falls into PA 90%  Daily texts will be sent to PA children who have not arrived in Breakfast Club by 8.30am</p>	<p>Breakfast club places are available free for persistent absentees or for those for who attendance is a concern. Our Attendance policy is followed robustly.</p>
<p>6. All children pass their Year 1 Phonics screening check and can apply these phonic sounds to their reading</p> <p>A strong Reading culture will be embedded across school.</p> <p>Reading comprehension has a high profile in school and work is recorded in a separate exercise book. VIPERS provide a structure to the teaching of comprehension.  Reading is promoted around school.  Competitions, events and initiatives are ongoing.  Breakfast club reading club in place from 8am daily.  Reading ambassadors are appointed in every year group.  Marking policy ensure high expectations of all staff and consistency of approach  Personalised Book scrutiny targets ensures high expectations and consistency.  Governors are fully informed of policy and practise.  Author visits and experiential learning opportunities, educational visits ensure hand on experiences that will feed into guided reading opportunities.  Teaching and learning is monitored through the schools monitoring cycle.</p>	<p>To close the gap in Year 1 phonics screening check between disadvantaged and National %  Reading book bands will match ARE's for national %</p> <p>Reading attainment of disadvantaged pupils improves at the end of each key stage</p> <p>Reading attainment gap closes between disadvantaged pupils and national %</p>

## 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: £48,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers personalised CPD programme in English and Maths	Quality First Teaching Feedback adds +8 months of learning EEF Toolkit	1, 5
Teachers Increased subject knowledge and curriculum knowledge Design and Technology, Forest school, Food Safety	Ofsted review of curriculum and research for National Curriculum	1, 3, 5
All staff deliver Floppy's phonics programme consistently and effectively to increase the number of pupils passing the Year 1 Phonics Screening Check and consequently reading at age related expectations across school	DFE research and English HUB outcomes	1, 5
DHT extra teacher in Year 6 (25%)	Good/outstanding teaching leads to good/outstanding outcomes. Ofsted	1, 3, 5
Teachers Performance Management increments		1, 2, 3, 4, 5
Experienced part time teacher to support reduction in teaching days Year 5	Teacher work life balance research	1, 2, 3, 4, 5
Music lessons to enhance the curriculum		1, 3
French lessons to enhance the curriculum		1, 3

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

Budgeted cost: £70,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welcome speech programme	EEF EYFS Toolkit Communication and Language approaches +6	1, 2
NELI programme	EEF EYFS Toolkit CLLD approaches +6 months	1, 2
Year 1 1 to 1 reading/phonics leader	English HUB research and support Phonics results 2020 and 2021 10% increase year on year	1, 5
Extra Reading Year 2 1 to 1		3, 5
Extra Reading Year 3 1 to 1		3, 5
Extra TA in Year 6	Improved outcomes Personalised learning objectives to close gaps Greater differentiation More time for targeted interventions TA Interventions +4 months	1, 3, 5
Reading plus	Evidence based intervention	1, 3, 5
PiXL assessments	Assessment for Learning targeted interventions	1, 3, 5
3 <sup>rd</sup> Space learning	National Maths results 2019 Hendal 83% above National %	1, 3
Maths HUB	EEF Mastery +5 months	1, 3

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

Budgeted cost: £75,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	Attendance figures	4
New uniform and PE kit support	Pupil voice and Parent Partnerships	2, 4

Learning Mentor	Work outcomes, pupil voice half termly assessments. EEF Social and Emotional approaches +4 months	1, 2, 4
Behaviour Support Worker	Suspension figures, work outcomes pupil voice. EEF Behaviour interventions +4 months.	1, 2, 4
Educational Visits – substituted		3, 4
Reading for Pleasure resources	English HUB RfP research	1, 3, 5
Musical Interaction, Lego Therapy	SEND resources EEF Collaborative learning +5 months	1, 2
Talkabout intervention	SEND resource EEF Oral Language interventions +6 months	1, 2
Play leader at lunchtimes		2
Outdoor learning including Forest School and Daily Mile	EEF	2
Year 1 play and outdoor provision	EEF EYFS Play + 5 months	1, 2, 3
CPD Team Teach		2
CPD Emotional Coaching delivered by Education Psychology	EP research and evidence PACE research and Early Trauma work	2, 4

**Total budgeted cost: £194,870**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Year 1 Phonics screening check 93% up from 83% with support from English HUB

PP data

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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
Reading Plus	
3 <sup>rd</sup> Space Learning	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*School led tutoring grant £11,871 allocated to Third Space learning*