

Pupil premium strategy statement

School overview

Detail	Data
School name	Hoo St Werburgh Primary School
Number of pupils in school	489 (including nursery)
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers	3 years 2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Poad (EHT) and Simon McLean (HoS)
Pupil premium lead	Lois Banks (Head of Inclusions and Pastoral)
Governor / Trustee lead	Gareth Clarke (PPG Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,655 Main school's proportion- £110,800
Recovery premium funding allocation this academic year	£29,100
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	£139,900

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the funding for a significant educational and emotional impact on the lives of socially disadvantaged pupils.

- The Pupil Premium will be used to provide additional educational or emotional well-being support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to narrow any gap between the achievement of these pupils and their peers.
- We will use the funding to offer opportunities to our children and families.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication skills – A high proportion of our Reception cohort are disadvantaged with suspected Speech and Language difficulties. Seven children are already on our SEND register, one with an EHCP and two undergoing this process, however it is anticipated a large proportion will be added onto the SEND register after baseline and initial assessment.
2	More frequent behaviour difficulties. 40% of the children recorded on IRIS (behaviour monitoring system) were disadvantaged children. Review of school Behaviour Policy to impact on this.
3	Attendance and Punctuality issues. Attendance figures are below 95% for disadvantage pupils.
4	KS2 retention of learning – through the new Mastery for All approach in all subjects, children should be better at retaining information taught and therefore making better progress.
5	Pupils have been working remotely for a considerable time in the previous two years, therefore there are identified lost learning areas across the curriculum.
6	Disadvantaged pupils have had difficulties in engaging in wider aspects of curriculum and enrichment activities – many have not had the opportunity to experience things beyond the taught curriculum and within the wider community due to the previous pandemic and current financial climate.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	- To ensure disadvantaged pupils are identified and targeted for appropriate intervention (PiXL-Y1-6) - Disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check (Y1+Y2), or make at least expected progress in reading (KS2).
To develop communication skills of disadvantaged pupils	- Children to leave EYFS with improved communication skills. - Children across the school to progress through Speech and Language programmes. - Early identified speech and language needs, leading to early intervention.
Improve reading engagement and progress for all.	- High quality teaching of systematic phonics programme (RWI) in EYFS, KS1 and lower KS2. - To use PiXL to identify learners in need of intervention. - To use PiXL from Y1-6 to ensure accelerated progress for all children.
To ensure end of KS2 results are at national expectations for progress	- Disadvantaged pupils are identified and targeted for appropriate intervention and tutoring. - Use of all Raising Standards Meetings to discuss progress and attainment of PPG pupils (and further support needed). - Consistent, high-quality teaching of intervention groups across the whole school. - Reduced pupil numbers in Y6 sessions
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations	- PPG children attending Morning Club or early morning PiXL groups.
To enhance pupils' cultural capital by providing a breadth of experiences	- A balanced and carefully sequenced, Learning Journey Curriculum allows opportunities for cultural development and experiences. - Enrichment opportunities are available for disadvantaged pupils.

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: £ 23,065.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-house training or external RWI training	RWI is recognised as a high quality systematic phonic programme. This is founded to impact on phonics, reading, writing and language development.	1,5
Staff to developing a greater understanding of a 'Mastery for All' curriculum through high-quality CPD opportunities.	Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.	4,5
Retention and change in staffing structure to allow a qualified teacher to teach smaller groups in Y6	Reducing class size appears to result in around three months' additional progress for pupils, on average.	5
Retention of TAs 8.30 – 9.00 to deliver tutoring sessions (costs of this attributed below)	Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	4, 5

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

Budgeted cost: £ 112,744.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 or small group tutoring	Studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	4,5
Highly experienced speech and language TA and Trust Therapist to	On average, children who are involved in communication and language approaches make approximately six months'	1

carry out regular work with identified EYFS and KS1 children.	additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
Staff to plan for high level vocabulary in all curriculum areas. Knowledge organisers will be a teaching tool for all pupils from Y1-Y6.	EEF research	1,4,5

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

Budgeted cost: £9336

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide pupils with the opportunity to attend the Morning Club at a subsidised rate, or free, and to engage with structured activities such as PiXL early morning groups.	Evidence from previous academic year that increased attendance in early morning PiXL improved attendance and outcomes.	2,3
Pastoral Team and Hoo Cares to provide tailored support for individual, where necessary.	SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	2,3
To provide pupils with the opportunity to partake in visits, both virtually (Now, Press, Play) and in school, which build on skills and knowledge from Learning Journey lessons	Learning outside of the classroom has been shown to have significant improvement on children's retain information and transfer learning to wider aspects of their lives.	6
To allow all disadvantaged children a reduced rate (50%) Y6 residential and to subsidise trips, where appropriate for other year groups	Learning outside of the classroom has been shown to have significant improvement on children's retain information and transfer learning to wider aspects of their lives.	5

To provide a 'free breakfast' (Koala breakfast) to identified PPG children with less than 96% attendance.	Evidence demonstrates that children with a good morning routine are more ready to learn and access learning better, therefore improved attendance. Motivation to attend school regularly.	3, 6
Personal allowance to support buying of uniform/swimwear/support with cost of living – bus journeys etc	Improved self confidence, participation, and interaction in events that will result in improving the wellbeing of these children as well as their wider lives.	3, 6

Total budgeted cost: £145,146.01

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.

Aim	Outcome
Oral Skills Aims: Increased opportunities for pupil led discussion and encouraging a wider, richer range of vocabulary.	Oracy assembly have become part of our regular practice. Teacher have embedded high quality oracy opportunities in all areas of the curriculum which has seen a huge impact on confidence and full sentence answers.
Recall of number facts Aims: use of online resources, interventions and quality first teaching leading to improved fluency in using number facts	Y4 completed the MTC where 60% of the cohort achieved 20+ marks out of 25. 20.1 was the schools point average. 33% of the cohort achieved 25 marks. The national average was 18.7 and 23.6% achieving 25 out of 25. Resources were purchased and now play and integral part in our maths teaching.
Closing the Gap Aims: effective focus on strategies will lead to accelerated progress for disadvantaged pupils, which will close the gap between PP pupils and the whole year group %.	Year-end data shows accelerated progress for this group of children when compared to T1 data, meaning the gap has closed. KS1- R 60, W 90, M 40 KS2- R 56, W 81, M 50
Well-being Aims: To promote a positive learning culture - tackle learning, social situations with increasing confidence.	LORIC is integral to the effective of our teaching and learning. Chn have a clear understanding and are already overcoming many challenges using their attributes.
Learning Behaviours Aims: Through discrete teaching of learning behaviours, pupils are better equipped with the skills required to be an effective learner	See above
Mental health Aims: Children with emotional needs are supported at a difficult time, enabling them to remain in school.	Place2be has worked with children on a 1-1, small group and whole class basis. The intervention has been effective when supporting individuals and families.

Lunch and Break time support Aims: Vulnerable children are provided with safe places to play or structured games, so that they are emotionally able to access learning after break and lunch.	As an impact of COVID-19 sanctuary was not run as normal. The children were supported by additional staff in class and appropriate SLT members. A significant reduction in the number of children attending TAB.
Engaging learning Aims: Raise aspiration, and engagement. Improve behaviour. Give a purpose and support academic studies.	Chn we offered morning PiXL club with was greatly attended. Throughout the day many additional interventions were in places to engage and raise aspirations of all children. Our Learning Journeys are guided by our children which helps to ensure maximum engagement.
Engaging in school: Aims: vulnerable pupils feel part of the school community.	Where appropriate, children were provided with school uniform or resources. Throughout the pandemic the school remained open for vulnerable pupils and offered food parcels, vouchers, phone calls and door step visit these families. 100% of our families are happy to be part of our school from a parent survey.
EYFS: Aims: Support pupils at the start of their time at Hoo St Werburgh Primary	Chn were provided with a school bag and water bottle to ensure they felt a sense of belonging from the start. Additional transition visits and conversations were also held with vulnerable pupils.

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
TTRS	Maths Circle Ltd
PiXL	The PiXL Club
Reading Plus	Reading Plus LLC
Place 2 be	