

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	Haughton St Giles Primary Academy
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	12 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	10/12/21
Date on which it will be reviewed	July 2022
Statement authorised by	Victoria Hulme
Pupil premium lead	Victoria Hulme
Governor / Trustee lead	Amie Clinton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2,000
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	£15,450

Part A: Pupil premium strategy plan

Statement of intent

All staff and the governing body are committed on providing a primary education which results in all pupils attaining academically and socially equally, whatever their barriers to success may be. As our school is a small setting, staff get to know families and pupils well and therefore are able to appreciate the impact of disadvantage wherever it exists regardless of whether a pupil is entitled to Pupil Premium. This has been particularly true during the pandemic, as staff have been keenly aware of changes in family circumstances and the impact on the children in school. We are seeing a gradual increase in the numbers of pupils entitled to Pupil Premium particularly in the wake of financial challenges faces by some families during the pandemic.

We know that some pupils who are disadvantaged do not reach age related expectations and in order to address this disparity we are taking steps to improve teaching and learning through a coaching and mentoring programme for teachers. School closures have for some pupils, added a layer of disadvantage with gaps from age related expectations widening, especially in English. Hence the programme to improve teaching and learning alongside planned targeted support focusses on English (including phonics for Early Reading).

In order to ensure that disadvantaged pupils also benefit equally from a wide curriculum, we are developing Subject Leaders to constantly evolve the curriculum including ensuring it is accessible to all.

To further address the impact of the pandemic on disadvantaged pupils we are implementing tuition to a small number of pupils by teaching assistants who are supported by senior staff and offered a range of CPD to improve their skills for the benefit of pupils.

We have identified a group of pupils who find it difficult to regulate their emotions or have few strategies to deal with situations they find upsetting or challenging. In addition to the ensuing mental distress, this also hinders the development of positive learning behaviours such as resilience and independence. To address this we are providing support individually and in small groups to develop social and emotional literacy for these pupils.

In a middle income locality, the school works to ensure that pupils have equal opportunities to a full school life through wider experiences. In a small setting, pupils who are not able to afford extracurricular activities are highly visible and we are determined that they should NOT be denied the benefits their peers are accessing due to financial constraints and consequently be sensible of being excluded from enjoyable

and profitable experiences. This extends to ensuring children have the uniform and equipment they need in school.

Our approach has been formulated to address the needs of disadvantaged and other pupils in our close knit school community, capitalising on the ability to understand the needs of each pupil within the context of our school.

In summary-

- 1. Provision for individual disadvantaged pupils is personalised and based on information assimilated from a range of sources: assessments (including SEN where appropriate); observations; conversations with parents and pupils; involvement of external agencies where relevant, including Social Care and Health; and tracking of take up of extra-curricular activities.*
- 2. Teaching and learning and the access to the core subjects and the wider curriculum is being enhanced through individualised and group CPD with particular emphasis on raising attainment*

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that some pupils in this school cohort entitled to PP are working below ARE. In order to approach, attain or exceed ARE pupils need to make accelerated progress.
2	Observations and assessments show that pupils with SEMH needs have low levels of resilience in learning and lack strategies to manage emotions and overall well-being.
3	Family knowledge informs tracking and monitoring of access to wider experiences. This has identified pupils who are restricted from involvement in wider experiences or who may not have the resources required for school due to economic factors.

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
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Pupils will make accelerated progress from their individual starting points in core subjects.	Gaps in attainment compared to non PP pupils are reduced or closed.
Learning behaviours and overall well-being of pupils with SEMH needs will be largely positive.	Pupils with SEMH needs show improvements in resilience and learning behaviours resulting in improved academic outcomes and overall well being.
There will be equality of access to wider experiences for all pupils. Pupils will all have access to the resources they need for school.	Economic factors are not be a barrier to accessing wider experiences for any pupil or having the resources they need for school.

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: £ 10,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring of staff to upskill teaching and learning in particular with regard to amalgamating the teaching of reading and writing.	The EEF Attainment Gap Report 2018 states that “ <i>Quality of teaching is one of the biggest drivers of pupil attainment particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus all the resources (not just Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</i> ”	1
Develop leadership capacity of subject leaders, through the support of a Teaching and Learning Lead, to drive improvements in education including developing access to	The NFER research report, Supporting the Attainment of Disadvantaged Pupils: articulating Success and Good Practice, highlights seven distinct ‘building blocks to success including “ <i>High quality teaching for all – emphasise ‘quality first teaching’ and provide consistently high standards by setting expectations,</i>	1

the curriculum for all pupils.	<i>monitoring performance and sharing best practice.”</i>	
Refresher training in the delivery of Read Write Inc for key staff to support Early Reading	The EEF states in the Teaching and Learning Toolkit, “ <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</i> ”	1

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

Budgeted cost: £ 3,500

A	Evidence that supports this approach	Challenge number(s) addressed
Additional Read Write Inc Intervention delivered in a small group to improve access to writing lessons	The EEF states in the Teaching Toolkit, “ <i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</i> ”	1
One to one tuition from an experienced T A on identified barriers to learning for individual pupils.	<i>The EEF states in the Teaching Toolkit, “For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.”</i>	1

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

Budgeted cost: £ 2,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund additional experiences which involve a financial cost</p> <p>Support given to fund basic personal provisions related to school.</p>	<p>Research from European Commission states, "<i>The weight of the evidence also suggests that disadvantaged and vulnerable children may benefit more from participation in Extra Curricular Activities than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers. Reasons for this include children not feeling like they fit in, ECAs not being offered at schools with access to fewer resources and not being able to afford to access ECAs.</i>"</p>	<p>3</p>
<p>Small group intervention to improve learning behaviours and resilience of pupils with SEMH needs</p>	<p>The EEF states in the Teaching Toolkit states, "<i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i>"</p>	<p>2</p>

Total budgeted cost: £ 15,540

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.

Despite the challenges of the pandemic, some disadvantaged pupils attained broadly in line with non-disadvantaged pupils in core subjects across the school according to internal assessments. This is testament to the efforts from school to provide school places for disadvantaged pupils and the remote learning offer in place. However internal assessments also show that some pupils attained to a lower stage than the previous year

A small number of pupils with speech clarity needs had their support from speech therapists interrupted by the pandemic. School have worked with parents to ensure that external support recommenced, resulting in significant progress in speech and language needs.

School supported disadvantaged pupils to take up school places offered during the lockdowns. This resulted in reducing the impact of loss of learning for these pupils, whose end of year assessments showed they had made at least expected progress. Some pupils were provided technology via school to support remote learning, when they attended part time due to parent choice. This improved access to teaching and learning during school closures contributing to reducing impact of loss of learning. This access to technology used for on line teaching and peer to peer interactions, also reduced social isolation due to the pandemic by keeping regular lines of communication with peers and staff open. In addition close attention was paid to the mental health of disadvantaged pupils not accessing school. School were creative in addressing impact for example a drive by of a home each morning to wave and call out to a pupil.

Historically attendance at Haughton has been very good overall and been largely unaffected by the pandemic. There is one pupil Persistently Absent and school are working with outside agencies to address this pupil's special educational needs which are impacting on her attendance. School are vigilant to quickly identify and address any emerging patterns of absence and parents are regularly reminded of attendance guide lines and their child's attendance levels.

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
n/a	

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Pupils entitled to PP were offered school places during lockdown.