

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hanbury CE First School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	2.7%
Academic year that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 2022/2023 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	A McDonagh
Pupil premium lead	A McDonagh
Governor / Trustee lead	R Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,820
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	£8,275

Part A: Pupil premium strategy plan

Statement of intent

At Hanbury CE First School we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their full potential. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by family circumstance and background
- Children to develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- To provide small group work with a teacher/TA focussed on closing gaps in learning.
- Offer financial assistance towards activities, educational visits and residential stays. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide all teachers with high quality CPD to ensure that all pupils access Quality First Teaching

All our work through the pupil premium will be aimed at accelerating progress and raising the attainment of all disadvantaged pupils of all abilities to reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Very small number of pupils eligible for PP, therefore, low budget available.
2	Social, emotional and mental health
3	Access to wider opportunities outside of curriculum and enrichment opportunities in school
4	Social and emotional development of children is behind that of their peers.
5	Gaps in learning within reading, writing and mathematics

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. Target pupils eligible for PP to achieve good or better progress in reading, writing and maths at the end of their specific year groups.	Evidence shows additional adults in the classroom and appropriate intervention has a positive impact on children's gaps in learning.
2. The attainment gap between PP and non-PP pupils in all subjects to be reduced. (Data measures).	Data shows reduction in attainment gap including NTS scaled score assessments
3. PP pupils will have access to a range of additional opportunities to broaden their horizons and engage with new experiences to target social and emotional development.	PP pupils will have greater emotional resilience and independence
4. Staff to participate in regular CPD to ensure focused teaching is effective and high quality.	All staff provided with bespoke and tailored CPD that reflected in QFT and recognised through monitoring
5. To increase and expand children's language and vocabulary.	Children achieve well relative to their starting points in the phonics screening and language development is a key focus area across the 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: £4,000

Activity	Evidence that supports this approach	Intended outcomes link
Staff to undertake regular focused CPD in order to maintain high quality intervention teaching.	Pupils make better progress when engaged and motivated. In order to achieve this staff need to provide high quality, effective and focused teaching	4

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>CPD staff training to run alongside implementation of new programme.</p> <p>New language rich share with me stories purchased to enhance language and vocabulary acquisition in early language development</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Further strengthening of relationships with parents and providing children with high quality texts.</p>	4, 5
<p>To develop a vocabulary led curriculum that is designed to ensure children remember more.</p>	<p>DfE EYFS framework stipulates that children should be exposed to an immersive vocabulary rich environment and that across KS1 and 2 children should remember more.</p>	1, 2, 5

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

Budgeted cost: £3,650

Activity	Evidence that supports this approach	Intended outcomes link
<p>1:1 or small group support for children. <i>For the attainment gap between PP and non PP pupils in writing to be reduced. (Data measured)</i></p>	<p>Some of the students need targeted support to catch up. Use of programs have been independently evaluated and shown to be effective in other schools.</p>	2

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

Budgeted cost: £1,275

Activity	Evidence that supports this approach	Intended outcomes link
PP pupils will have access to a range of additional opportunities to broaden their horizons and engage with new experiences.	We feel it is imperative that all pupils feel part of the school community and have equal access to extracurricular activities. By supporting the funding of these activities and providing uniform when required, our pupils benefit greatly in terms of self –esteem.	3
Run workshops for parents for supporting phonics, reading at home and other core curriculum areas	The EEF Guide to The Pupil Premium says that evidence suggests that identifying the needs of the disadvantaged pupils in the school community and responding to them is supportive to the whole school and improves children’s educational development, health and well-being.	1, 2

Total budgeted cost: £8,925

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 2022 to 2023 academic year.

Due to small number of children and risk of children being identified, data will not be published on children. A greater number of pupil premium children are working within ARE with some children working at Greater Depth. Children working towards or below the expected standard have been supported in their individual learning journey as they have additional learning needs. Four children made expected or better progress in all areas

Focus on the improvement and development of Quality First Teaching has resulted in children having access to highly skilled wave 1 quality first teaching resulting greater opportunities for high quality learning across the curriculum resulting in the schools attainment levels before above national and regional averages. These are significantly above in some areas.

The embedding of the new phonics scheme and associated training has resulted in positive outcomes for children. A rigorous assessment process is embedded in the scheme to allow early intervention through a specific and tailored intervention programme to close gaps in learning.

Additional parental workshops and information evenings have further strengthened relationships with school and home and provided a pathway for learning to continue at home. These have been delivered for key subjects and will be revisited during the 2023/24 academic year.

Curriculum developments have continued to focus on the progression of vocabulary and an immersive vocabulary environment. Children have grown in confidence in articulating learning as well as confidence in speaking aloud. Children are forthcoming to share their worries and concerns to prevent their learning being impacted and seek adult support. This has increased resilience and independence of the children. Investment in release time for staff has allowed for further tweaking and refining of the curriculum.