

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023-24 academic year (and recovery premium for the 2022 to 2023 academic year) to help improve the attainment of disadvantaged pupils at Hadlow Primary School.

This statement 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	Hadlow Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1: 2023-24 Year 2: 2024-25 Year 3: 2025-26
Date this statement was published	18/09/2023
Date on which it will be reviewed	01/04/2024
Statement authorised by	Miss N Chapman
Pupil premium lead	Mrs S Vanns / Mrs S Wright / Mr T Gilder
Governor lead	Mr S Martis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,940.00
Recovery premium funding allocation this academic year	£7,491.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£106,431.00

Statement of intent

Our intention is that all pupils, irrespective of their individual circumstances or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including continuing progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our pupil premium strategy and recovery strategy work side-by side to ensure that the impact of prolonged disruption is minimised for all our pupils.

We continually assess and review the needs of our pupils, summatively and formatively, and this ensures we are effective in:

- Responding to both common challenges and the specific needs of individuals;
- Intervening at the point a need is identified;
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Supporting families to work collaboratively to meet each child's needs.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observation indicate that the % of disadvantaged pupils reading and writing at age-related expectations is lower than that of their peers.
2	Assessment and observation indicate that the % of disadvantaged pupils reaching age-related expectations in maths is lower than that of their peers.
3	Assessment and observation indicate that the % of disadvantaged pupils reaching expected levels across the curriculum is lower than that of their peers.
4	A number of our disadvantaged pupils also have a specific learning need, which widens the attainment gap further.

5	Overall, we are seeing underdeveloped oral language skills and vocabulary gaps which are likely to impact our disadvantaged pupils the greatest due to limited discussion and reading experiences.
6	Overall, we are seeing an increased inability to self-regulate their emotions and/or behaviours which is impacting attainment. This is likely to impact our disadvantaged pupils the greatest.
7	Overall, the attendance of disadvantaged pupils is below that of non-disadvantaged pupils and negatively impacts their ability to engage or catch up with learning activities.
8	Overall, the number of disadvantaged pupils who have wellbeing, mental health and safeguarding concerns is above that of non-disadvantaged pupils, with such pupils struggling to effectively engage or self-regulate.

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
Raised pupil wellbeing so that children recognise their feelings and emotions and have effective tools or strategies to self-regulate in order to engage in learning and to form and maintain positive relationships	Monitoring of pupil wellbeing indicates sustained improvement in pupil engagement, positive learning experiences and increased self-esteem Evidenced by: <ul style="list-style-type: none"> qualitative data from student voice, school council, student and parent surveys and teacher observations increased participation by children in enrichment activities, particularly among disadvantaged pupils increased participation and engagement by parents in wellbeing events
Enable disadvantaged pupils and their families to be physically and mentally fit and to be able to access support and develop knowledge and strategies to engage fully in their child's education	Monitoring of pupil wellbeing (pupil voice, child learning reviews, wellbeing drop-ins) indicates children and families will be able to access the support they need and be signposted to other services to ensure their mental health and wellbeing is not a barrier to learning
Raise attainment in reading and writing	% of disadvantaged pupils achieving at or above age-related expectations matches that of other pupils.
Raise attainment in maths	% of disadvantaged pupils achieving at or above age-related expectations matches that of other pupils
Raise attainment in phonics	% of disadvantaged pupils achieving or exceeding the national average and expected standard in the Phonics Screening Check
Disadvantaged pupils and pupils with SEND supported to acquire the knowledge and life	Monitoring of pupil wellbeing indicates additional support or intervention identified through retrieval practice and assessment to

experience/skills they need to make good progress in line with their peers	<p>build on prior learning to fill gaps and enable pupils to make progress</p> <p>Children given access to at least three enactive experiences throughout the school year, with a range of cultural capital activities which provide access to life experiences.</p> <p>Access to a range of free or affordable extra-curricular activities after school.</p>
Improved oral language skills and use of vocabulary	Pupils able to access written and oral information. Assessments and observations indicate improved oral language among disadvantaged pupils when triangulated with other sources of evidence, including engagement in lessons, book looks, ongoing formative assessment and summative assessment.
Sustained high attendance for all pupils, particularly disadvantaged pupils.	<p>95% attendance for all pupils to meet national expectations with attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <p>% persistent absentees to be reduced.</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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure each class has full-time Teaching Assistant provision, and Teaching Assistants can further develop their knowledge and skills to support disadvantaged pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Making Best use of Teaching Assistants: TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Maximising the Use of Teaching Assistants: MITA-evaluation-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	All

<p>Further develop teaching assistants to provide tailored support to pupils with complex needs, and recruit additional staff to support these pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>EEF Making Best use of Teaching Assistants: TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Maximising the Use of Teaching Assistants: MITA-evaluation-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>All</p>
<p>Additional staff training in Better Reading Partnerships intervention to support progress with reading confidence</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1/3/4/5/6</p>
<p>Support implementation of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils: Staff training Success for all FFT Daily phonics and reading lesson Regular monitoring</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 EEF (educationendowmentfoundation.org.uk)</p> <p>Great Teaching Toolkit: Great Teaching Toolkit EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p>	<p>1/3/4/5/6</p>
<p>Enhancement of our maths teaching and curriculum in line with EEF and DfE guidance: Tutor support Mathletics White Rose TT Rockstars Increased monitoring</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>2/4/5/6</p>

	One to one tuition EEF (educationendowmentfoundation.org.uk)	
Enhancement of our English teaching and curriculum in line with EEF and DfE guidance: Increased monitoring Curriculum resources Staff training	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1/3/4/5/6
Improve monitoring by implementing a deep dive approach across curriculum and provision area: Liaison and feedback with Shipbourne staff and Governors	Ofsted framework now uses this approach and it has proved a very effective way of focusing on each area of the school improvement plan and wider curriculum improvement.	All

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly tutoring for individuals and small groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1/2/4/5/6/8 as appropriate to specific pupils
Continued use of Speech Link and Language Link diagnostic assessments and interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1/3/4/5/6
Continued use of	Targeted interventions and universal approaches can have positive impact on engagement and progress	1/3/4/5/6

Lightning Squad and Lexia to support with Phonics and reading support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Individual professional Speech and Language assessments for disadvantaged pupils to provide evidence to support their provision.	Speech and Language disorders impact on access to every aspect of learning. Identifying specific areas of need allow for targeted intervention and appropriate support. Oral language interventions EEF (educationendowmentfoundation.org.uk)	4/5/6
Improved use of visuals and colourful semantics to support communication and language skills (Widget online)	Visual supports, such as colourful semantics, allow children to understand syntax and forms of written communication. Such supports provide clear structure, improve understanding and reduced frustration and anxiety among learners. https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports https://www.lscft.nhs.uk/media/Site%20Images/CITNS/Documents%20-%20SLT/Comm%200-5y/Colourful%20semantics.pdf	1/3/4/5/6
Implementation of a whole-school approach to metacognition and self-regulation to improve strategies to help regulate behaviour and learning	Metacognition is the processing of understanding how we learn. By developing metacognitive strategies, pupils are given tools which allows them to plan, monitor and evaluate their learning, developing independence and self-regulation both for their learning and learning behaviours. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk) Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)	1/2/3/4/5/6/7
Access to Times Tables Rockstars as a home and school enrichment resource	Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Edtech success: Bruno Reddy of Times Tables Rock Stars Tes Magazine EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1/2/3/4/5/6
Daily nurture groups to support self-regulation of disadvantaged pupils during	Disadvantaged pupils to be provided with daily lunchtime nurture groups supporting by Teaching Assistants. A tailored programme of enriching activities and social opportunities increases enactive, in-school experiences and develops wider relationships.	1/3/4/5/6

unstructured times	TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net) Arts participation EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Family Liaison Officer role to support pupils and families to ensure wellbeing is supported and improved	<p>Targeted support and access to services for disadvantaged pupils and families. EEF evidence indicates increased engagement from families that are able to manage their own wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	4/5/6/7/8
Attendance support from SEAS	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	All
Ensure consistent application and implementation of Zones of Regulation and safe spaces for pupils to access	<p>By enabling pupils to develop strategies for self-regulation and understanding their emotions, we have shown a significant reduction in incidents of negative behaviours and increased ability to resolve problems independently.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	4/5/6/7/8
Enrichment opportunities: music lessons, sports clubs, school visits, swimming lessons, breakfast club	<p>By widening the life skills and experiences of our disadvantaged pupils, we have shown improved confidence and engagement across the curriculum thus improving attainment and wellbeing. This is targeted at pupils who would otherwise not access these opportunities.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4/5/6/7/8

	Evidence of benefit of effective programmes: Magic Breakfast EEF (educationendowmentfoundation.org.uk)	
Drawing and Talking therapy Training for Family Liaison Officer	Targeted support for disadvantaged pupils to develop strategies for wellbeing, self-regulation and resilience. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3/4/5/6/7/8
APAC Pay Therapy Training for Family Liaison Officer	Targeted support for disadvantaged pupils to develop strategies to wellbeing, self-regulation and resilience. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3/4/5/6/7/8

Total budgeted cost: £ 100,000

Pupil premium strategy outcomes

1. Desired outcomes		
	Aim	Outcome
A.	Raised pupil wellbeing so that children recognise their feelings and emotions and have effective tools or strategies to self-regulate in order to engage in learning and positive relationships	<p>Significant decrease in the number of poor behaviour incidents recorded on CPOMS (safeguarding log) due to effective strategies, such as Zones of Regulation, that have been put in place and utilised to support all pupils with self-regulation strategies.</p> <p>Continued provision of lunchtime nurture group has further contributed to this outcome.</p>
B.	Enable disadvantaged pupils and their families to be physically and mentally fit and able to access support and develop knowledge and strategies to engage fully in their child's education	<p>There has continued to be a high parent engagement through information workshops, tea and talk sessions, counselling sessions for parents, talk time sessions and nurture group for pupils.</p> <p>In addition, we introduced active lifestyle workshops, parent and child enrichment workshops and an increase in engagement with Early Help to support the families most in need.</p> <p>Wellbeing catch-ups and child learning reviews with class teachers have high attendance.</p>
C.	Raise attainment in reading and writing	<p>Attainment for pupils eligible for pupil premium funding compared with all pupils is higher or equal in one out of six year groups in reading.</p> <p>Attainment for pupils eligible for pupil premium funding compared with all pupils is higher in one out of six year groups in writing.</p> <p>Significant gaps still exist in five out of six year groups.</p> <p>Additional staff training in Better Reading Partnership</p> <p><i>Deep Dives for Phonics, Reading and Writing will take place in Terms 1, 2 and 3 respectively of the coming Academic Year. The English leader will complete weekly intervention and writing workshops in target year groups and the Phonics</i></p>

		<p><i>leader will complete additional staff observations and training.</i></p>
D.	Raise attainment in maths	<p>Attainment for pupils eligible for pupil premium funding compared with all pupils is equivalent or higher in two out of six year groups in maths, which is an improvement on the last academic year. Significant gaps in attainment still exist in four out of six year groups.</p> <p><i>Maths continued to be a focus area during tutoring sessions, which will be carried forward into the coming Academic Year.</i></p> <p><i>Intensive intervention sessions have been planned including the Key Stage 1 and Maths leader supporting in weekly in target years.</i></p> <p><i>Planned workshops for parents to enhance engagement and understanding.</i></p>
E.	Raise attainment in phonics	<p>86% of pupils eligible for pupil premium funding passed the Year 1 Phonics Screening, compared with a 73% pass rate for whole class. This is higher than the national average and double the previous academic year.</p> <p>The introduction of a new Systematic Synthetic Phonics programme in September 2022 enabled specific and continued focus on phonics, with daily intervention for all pupils that need additional support. All staff received training tailored training based on their individual needs in order to effectively implement the new phonics programme.</p>

		<p>Staff conducting phonics interventions trained to use Lightning Squad and Reading Assessment Programme.</p> <p>Phonics targets integrated into staff appraisal targets.</p> <p>Parent workshop to introduce phonics and reading.</p>
F.	Disadvantaged pupils and pupils with SEND supported to acquire the knowledge and life experience/skills they need to make good progress in line with their peers	<p>Specific targets set for disadvantaged and SEND pupils through Individual Support Plans [ISP] in their Provision Plans.</p> <p>1:1 and specialist support staff evaluated against specific targets to meet each child's needs, which have been monitored through appraisal and bi-termly reviews.</p>
G.	Improved oral language skills and use of vocabulary	<p>The reading and writing gap in EYFS has reduced to 4%, with the number of children meeting a Good Level of Development increasing to 74% (against a target of 70%). 83% met the expected standard in both comprehension and word reading, and 90% met the expected standard in speaking.</p> <p>86% of pupil premium children met the expected standard in reading and writing (compared to 73% of the whole class), with 100% of pupil premium children passing the Year 1 Phonics Screening – 97% of the previous cohort passed by the end of Year 2, including all but one pupil premium eligible pupil.</p>
H.	Sustained high attendance for all pupils, particularly disadvantaged pupils.	<p>Pupils with SEND and EHCP had attendance of 90% and 92% respectively, lower than the school average of 94% and national target of 95%.</p> <p>Pupil Premium children were also notably below the school's target, however, attendance increased from the previous year and was in line with those with SEND and EHCP's.</p> <p>Persistence absence was 18%, with fortnightly monitoring by a SEASS attendance officer, however, this remains below the national average of 22.3%.</p>

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
Speech Link	Multimedia Ltd
Language Link	Multimedia Ltd
Times Tables Rockstars	Mathscircles Ltd
Lightning Squad	FFT Education Ltd