

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	Hadlow Primary School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	12.09.22
Date on which it will be reviewed	1.4.23
Statement authorised by	Mr R Rule
Pupil premium lead	Mrs S Vanns / Mrs S Wright
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,840
Recovery premium funding allocation this academic year	£2,924.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79, 764.17

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 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 of 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 which is impacting attainment. This is likely to impact our disadvantaged pupils the greatest.

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 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 in enrichment activities, particularly among disadvantaged pupils
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	Monitoring of pupil wellbeing 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	% disadvantaged pupils achieving at or above age-related expectations matches that of other pupils.
Raise attainment in maths	% disadvantaged pupils achieving at or above age-related expectations matches that of other pupils
Raise attainment in phonics	PP pupils achieving or exceeding national average expected standard in Phonics Screening Check
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	Monitoring of pupil wellbeing indicates additional support or intervention identified through retrieval practice and assessment to build on prior learning to fill gaps and enable pupils to make progress
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 and ongoing formative assessment.
Sustained high attendance for all pupils, particularly disadvantaged pupils.	% attendance for all pupils to meet national expectations with attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. % persistent absentees to be reduced.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each class has full-time Teaching Assistant provision, and further develop their knowledge and skills to support disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	All
Further develop teaching assistants to provide tailored support to pupils with complex needs, and recruit additional staff to support these pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	All
Additional staff training in Better Reading Partnerships intervention to support progress with reading confidence	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1/3/4/5/6
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>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1/3/4/5/6
Enhancement of our maths teaching	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence	2/4/5/6

<p>and curriculum in line with EEF and DfE guidance: Tutor support Mathletics White Rose TT Rockstars Increased monitoring</p>	<p>in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Enhancement of our English teaching and curriculum in line with EEF and DfE guidance: Increased monitoring Curriculum resources Staff training</p>	<p>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</p>	1/3/4/5/6
<p>Improve monitoring by implementing a deep dive approach across curriculum and provision area: Liaison and feedback with Shipbourne staff and Governors</p>	<p>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.</p>	All

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly tutoring for individuals and small groups</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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1/2/4/5/6 as appropriate to specific pupils
<p>Continued use of Speech Link and Language Link diagnostic assessments and</p>	<p>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) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they</p>	1/3/4/5/6

interventions	receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Continued use of Lexia to support with Phonics and reading support	Targeted interventions and universal approaches can have positive impact on engagement and progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1/3/4/5/6
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)	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

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

Budgeted cost: £ 25,000

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	Targeted support and access to services for disadvantaged pupils and families. EEF evidences increased engagement from families that are able to manage their own wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	4/5/6
Attendance support from SEAAS	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	All
Ensure consistent application and implementation	By enabling pupils to develop strategies for self-regulation and understanding their emotions, we have shown a significant reduction in incidents of negative	4/5/6

of Zones of Regulation and safe spaces for pupils to access	behaviours and increased ability to resolve problems independently. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Enrichment opportunities: music lessons, sports clubs, school visits, swimming lessons, breakfast club	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.	4/5/6
Drawing and Talking therapy Training for Family Liaison Officer	Targeted support for disadvantaged pupils to develop wellbeing, self-regulation and resilience.	3/4/5/6

Total budgeted cost: £ 75,000

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 recorded behaviour incidents on CPOMS with effective strategies in place to support all pupils with self-regulation strategies.</p> <p>Provision of lunchtime nurture group has also 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>Significant increase in parent engagement through information workshops, tea and talk sessions, counselling sessions for parents, talk time sessions and nurture group for pupils.</p> <p>Wellbeing catch ups and child learning reviews with class teachers with high attendance.</p>
C.	Raise attainment in reading and writing	<p>Attainment for pupils eligible for PP compared with all pupils is higher or equal in 4 out of 6 year groups in reading.</p> <p>Attainment for pupils eligible for PP compared with all pupils is higher in 1 out of 6 year groups in writing. Significant gaps still exist in 5 out of 6 year groups.</p> <p>Additional staff training in Better Reading Partnership</p>

D.	Raise attainment in maths	<p>Attainment for pupils eligible for PP compared with all pupils is equivalent in 1 out of 6 year groups in maths. Significant gaps in attainment still exist in 5 out of 6 year groups.</p> <p>Maths is focus area during tutoring sessions – to be continued.</p> <p>Intensive intervention sessions to be planned.</p> <p>Planned workshops for parents to enhance engagement and understanding.</p>
E.	Raise attainment in phonics	<p>43% pupils eligible for PP passed Yr 1 phonics screening.compared with 77% pass rate for whole class. This is in line with national average. The 57% PP pupils that did not pass have a high level of SEN need.</p> <p>Continued focus on phonics with daily intervention for all pupils that need additional support. New phonics programme being introduced in September 2022. Training for all staff given.</p> <p>Phonics targets integrated into staff appraisal targets.</p> <p>Parent workshop to introduce phonics and reading.</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
Lexia	Lexia.com
Mathletics	3P Learning
Times Tables Rockstars	Mathscircles Ltd

