

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	179
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	1.12.21
Date on which it will be reviewed	1.4.22
Statement authorised by	Mr R Rule
Pupil premium lead	Mrs S Vanns
Governor lead	Mrs G Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£55,250

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	Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant gaps leading to pupils falling further behind age-related expectations.

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 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: £ 25000

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> One to one tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1/3/4/5/6
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<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> Phonics Toolkit Strand Education Endowment Foundation EEF	1/3/4/5/6
Enhancement of our maths teaching and curriculum in line with EEF and DfE guidance.	<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:</p> Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) <p>The EEF guidance is based on a range of the best available evidence:</p> Improving Mathematics in Key Stages 2 and 3	2/4/5/6
Enhancement of our English teaching and	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1/3/4/5/6

curriculum in line with EEF and DfE guidance.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
Improve monitoring by implementing a deep dive approach across curriculum and provision area	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: £ 10000

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 Toolkit Strand Education Endowment Foundation EEF	1/2/4/5/6 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) Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1/3/4/5/6
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	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

evidence to support their provision.		
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	1/3/4/6

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of new role for Family Liaison Officer 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 evidences increased engagement from families that are able to manage their own wellbeing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	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
Ongoing training and resources to develop 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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	4/5/6
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

Total budgeted cost: £ 55,000

Pupil premium strategy outcomes

1. Desired outcomes		
	Aim	Outcome
A.	The percentage of PP children (without identified SEN) achieving age-related expectations in writing will be in line with that of non-PP children.	<p>Success criteria: The difference in % age related in writing of PP pupils (non-SEN) will be no more than 5% compared to non-PP children</p> <p>11% PP pupils at ARE in writing in June 2021 compared with 21% non-PP pupils. This is a reflection on the impact of the pandemic on all pupils, but has had greatest impact on PP pupils.</p>
B.	Children will develop secure knowledge of times tables and basic number skills in order to achieve at age-related expectations in maths.	<p>Success criteria: % of PP pupils at age-related in maths above 65% and with difference of no more than 5% compared to non-PP children</p> <p>39% PP pupils at ARE in maths in June 2021 compared with 50% non-PP. This is a reflection on the impact of the pandemic on all pupils, but has had greatest impact on PP pupils.</p>
C.	<p>Children are using and applying regular examples of Tier 2 and Tier 3 vocabulary in their spoken language and writing.</p> <p>All teachers will model high quality vocabulary and spoken language across the curriculum.</p>	<p>Success criteria: 100 % PP pupils (non-SEN) show consistent embedded use of Tier 2 language in their written work and some examples of Tier 3 vocabulary</p> <p>100% lessons observed include teacher modelling of Tier 2 and Tier 3 vocabulary</p> <p>All adults are using higher level vocabulary in all lessons and this remains a focus across the curriculum.</p> <p>All pupils are making use of higher level vocabulary in their writing, although specific analysis data is not available.</p>

D.	Children are supported with developing independence to engage with home learning and reading to support their learning in class and close gaps in line with non PP pupils.	<p>100% of PP pupils identified as not engaging with home learning and reading will receive catch-up support within school.</p> <p>Home learning was monitored closely throughout lockdown and families of pupils not engaging were contacted twice weekly and offered support in different ways. Pupils still not engaging were encouraged to attend school.</p> <p>On return to school, engagement at home continued to be supported through regular emails home. Pupils not learning at home are identified at PPMs and 100% are supported through in-school intervention.</p>
E.	Children will develop secure phonics and age-appropriate spelling skills.	<p>65% PP pupils (non-SEN) will achieve age-related expectations in spelling and Phonics screening</p> <p>34% PP pupils at ARE in June 2021 compared with 71% non PP</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